

Intent	Implementation	Impact
<p>We aim for students to think and act like artists.</p>	<p>Schemes of work are designed to provide students with foundational knowledge to generate ideas, make and evaluate, as students mature they are given more autonomy to make informed choices.</p> <p>Students are taught by artist teachers who use their own expertise across a range of disciplines to shape the learning experiences.</p>	<p>Art students become self reflective independent critical thinkers at all stages in their art education. Their journey learning art continues beyond their time at Dene Magna and becomes embedded in their practise.</p>
<p>We aim for students to have a balance between teacher-led direct instruction and self-directed imaginative working practices.</p> <p>We aim for students to build confidence in their technical skills and their nurture their artistic identity.</p> <p>Allow student opportunities to experiment with media to gain tacit knowledge and to develop artwork informed by their own imagination and past experiences.</p>	<p>Break down complex processes into manageable stages and discuss the properties of the various media and materials that are used in lesson time.</p> <p>Allowing students opportunities to openly interpret instructions in order to produce truly personal and meaningful original artworks.</p>	<p>Visual outcomes are celebrated within the school community - students final pieces are proudly displayed around the school as well as work-in-progress being shared on social media platforms and on the school website.</p> <p>Students take pride in their work.</p>
<p>We encourage students to consider art as a subject for enjoyment as well as one that could lead to a career.</p>	<p>We create whole-school and department competitions where students are given wider creative choices.</p> <p>We introduce students to significant artworks and masterpieces from a range of times and movements, as well as historical events that have shaped art history.</p>	<p>A good level of student engagement across the school community. Teachers are able to identify MAT students as they have the opportunity to create art using their favourite styles of making.</p> <p>Students have a wider appreciation for arts and culture.</p>
<p>We expose students to opportunities in further education and careers in creative industries.</p>	<p>Lessons are taught in well resourced art studios and teachers dedicate time to show students how to use specialist equipment appropriately for the artistic process. Our most recent investments have been to support students with advanced painting and print-making.</p> <p>We work with local artists from the Forest of Dean who visit the school to deliver workshops and share their practice as a self-employed business entrepreneurs.</p>	<p>Students are exposed to creative practises that hold close links or exactly the same to those used by professional artists, offering them an identical/ true experience.</p> <p>Students enjoy the creative processes in Art and Design as well as having the understanding for future endeavours so opt to study at GCSE and A Level with this in mind.</p>
<p>We aim for students to have high quality lessons throughout all key stages which enables them to perform well in assessments.</p>	<p>Students are built up so they are familiar with the project structure, allowing them to enjoy the 10 and 15 hour exam days</p>	<p>Department results are significantly higher than targets and above national averages.</p>

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Knowledge	Introduction to working in an art specialist space. Introduction to the theory of colour and how artists have used techniques to create visual impact and realise intentions	Developing knowledge of Michael Craig Martin or Henri Rousseau and other early C20th European artists. Learning to recognise formal elements in specific artworks		Developing knowledge of an artists and styles Manga, Studio Ghibli (Shounen, Seinen, Osamu Tezuka). Henri Matisse and other C20th European artists Developing knowledge of wider processes of creating artwork with reference to careers in creative industry supported with visiting artists / workshops.		
	Skills	Water based paints - poster and watercolour, water-soluble colour pencils Painting and drawing skills Blending, shading, mixing in palette and on page, brush control techniques, watercolour techniques	Painting, drawing, layering, oil pastels, wax resist, working on large scale. Collage and sculpture, cardboard construction, acrylic paint, paper, papier mache. Designing and entering own artwork for the annual Christmas Card Competition.		Collage, lino print, creative layering of colours to change an image. Ink painting, spraying, pre-mixed acrylics, fine line pen Fine motor skills with scissors, brushes, carving tools, pens, pencils. Gross motor skills using a print press Digital manipulation of an image Classroom and workspace organisation specific to working on lino print project		
	Assessment	Assessment At Dene Magna, we encourage students to think and act like artists. We use KS3 department assessment strategies and the NSEAD Progression Framework to assess: Generating Ideas: Skills of designing and developing ideas Making: Skills of making art, craft and design Evaluating: Skills of judgement and evaluation Knowledge: Knowledge about art processes and context					
		Mid term and end of project assessemnts		Mid term and end of project assessemnts		Mid term and end of project assessemnts	

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Year 8	Knowledge	Still life of natural forms including gourds, pods, shells and skulls. Looking at the work of artists Ernst Haeckel Georgia O’Keefe, Andy Goldsworthy, Paul Cezanne, Barbara Hepworth Global Cultures - taking inspiration from traditional and modern cultural designs from across the world. Reference to disney films such as Moana, Raya and Aladdin			Doodles and graffiti Art, looking at Jon Burgerman, Keith Haring, Mr Doodle, Banksy, Dain Bugs and Beetles- looking at the work of contemporary artists Abby Diamond, Charley Harper, Kelly Stanford and Lucy Arnold		
	Skills	Pencil tonal - contrast, blending, textural. Oil pastel- mixing, blending, smudging, scraffitio, Watersoluble pencils, mixed media, soap sculpting, photography and editing and digital arts. Scaling up techniques, measuring techniques, symmetry and guidelines. Developing brush control, controlling watercolour paint – wet-on wet, wet-on-dry, dry brush, flourishes. Developing a design in stages - concepts, developed, refining, final. Outline drawing. Acrylic painting techniques. Watercolour painting techniques - wet on wet, wet on dry. Finishing touches- posca pens, gold leaf. Digital art			Inks and spray bottles. Drawing with felt tip pen, fineliner, marker pens, dip pens, posca pens. Pencil and graphite - contrast drawing, expressive drawing. Oil pastel - sgraffito. Acrylic painting – flat painting and flood painting Digital art Paper collage, painting with acrylic and watercolours Scaling up techniques, measuring techniques, symmetry and guidelines. Developing a final piece		
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Year 9	Knowledge	Still life- Shoes and cameras, looking at the works of Andrea Joseph, Lisa Milroy, Vincent Van Gogh, Craig & Karl Environments - view through window. Imaginary and realistic views, capturing and communicating moods and emotions in an image. Looking at Marc Chagall, Salvador Dali, Paul Nash, Edward Hopper, John Jones			Tim Burton – looking at the artwork and movies of the famous film maker Cubism - looking the works of Picasso with particular reference to his portraits and Guernica		
	Skills	Soft pencil shading, continuous line, biro, fineliner, oil pastel, acrylic paint, mixed media, image transfer, collage, graphite sticks - expressive drawing. Developing watercolour painting techniques - wet on wet, wet on dry, dry brush, flourishes. Developing a stylised illustration suitable for a print- concept, development, outline drawing, exploring textures. Lino printing - block colour, blended, reduction.			Group work, mono printing, poly block printing, Ink drawing and painting, plasticine modelling and papier mache. Character design Large scale acrylic group painting, Palette knife and refined painting skills. Applying acrylic with experimental materials, oil pastels- stencilling, smudging. Mixed media explorations. Biro- texture and mark making, Oil pastel – smudging and stencilling, collage, painting.		
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Year 10	Knowledge	<p>Developing ideas relating to one or more of the following themes by researching the work of artists, crafts people and designers, students learn ways to appreciate their work for visually and contextually</p> <p>Students develop ideas through a series of teacher-led workshops</p> <p>They learn how to structure a project in order to realise their own personal and meaningful final pieces and original outcomes</p> <p>Project title: Food or Growth and Decay as they lend to wider sources and themes including Japanese Art, Landscapes, Man-made forms, Buildings and Structures.</p>			<p>Portraits</p> <p>Developing ideas relating to the theme of portraits- researching the work of artists, crafts people and designers, students learn ways to appreciate their work for visually and contextually</p> <p>Students develop ideas through several teacher-led workshops and then are given opportunities to self-direct their own project</p> <p>They learn how to structure a project in order to realise their own personal and meaningful final pieces and original outcomes</p> <p>Teacher-led workshops on artists include: David Hockney, Amedo Modigliani, Sarah Beeton, Francoise Nielly, Mark Powell</p>		
	Skills	<p>Workshops to further advance skills using:</p> <p>Acrylic –blending, adding textures, impasto, watered down.</p> <p>Japanese calligraphy,</p> <p>Drawing – blending stumps, structured, free-hand and technical, mixed media, working on altered surfaces</p> <p>Anilinky paints and ink based media – spray application, bleached, controlled application</p> <p>Photography and photo editing ceramics</p> <p>Working from direct observation</p>			<p>Learning to self-direct a project and covering key criteria.</p> <p>Developing skills with a range of media and at times, specialising in one or more media, skill, process or technique.</p> <p>Continuing to advance skills using</p> <p>Acrylic, watercolour, biro, fine line pen, pencils and graphite based media, blending stumps, water-soluble pencils, digital arts, photography and photo editing</p> <p>Working from photos and direct observation</p>		
	Assessment	<p>At Dene Magna, we encourage students to think and act like artists. We use KS4 department assessment strategies to assess:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>					
		<p>Presentation of workshop studies in sketchbooks</p> <p>Final piece completed in 10 hours</p>			<p>Presentation of teacher-led workshops and student-led investigations and planning studies in sketchbooks</p> <p>Final piece completed in 10 hours</p>		

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Year 11	Knowledge	Trial Exam project Students will be guided through the stages of the GCSE project so they can gain more independence and eventually confidently self-direct their own project		Externally Set Assignment (students select a theme from a choice of 7) The paper is released on 1 st January.		Revisit component 1 before final NEAs are submitted to the exam board. No written exam for students to prepare	
	Skills	Continuously building and enhancing skills with creative media, students will be supported through a blend of teacher-led workshops with creative choice for open interpretation. In addition, students will research artists, movements and themes of their choice. They will be supported to find primary sources of inspiration, developing ideas through creative investigations. Organising a structured project, showing refinement in their creative ideas which lead to a personal and meaningful final piece.		Students will navigate their own project, using the project structure they have been working with throughout the course. They will be encouraged to employ a range of skills, media, processes and techniques through the research, development and consolidation of the project. They will produce a finished outcome or a series of related finished outcomes			
	Assessment	At Dene Magna, we encourage students to think and act like artists. We use KS4 department assessment strategies to assess: AO1: Develop ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language					
		Presentation of workshop studies on boards or in sketchbook Final piece planning Final piece completed in 10 hours		Preparatory studies and final piece or series of finished outcomes completed in 10 hours			

*Changes to the 2022 exams: Students not to complete component two, they will be assessed on component one (personal investigation) only

		Autumn		Spring		Summer	
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Year 12	Knowledge	Analytical and critical investigations into a series of artists appropriate to the materials, media, processes and techniques explored through teacher-led workshops		Going Large - A portraits project designed build up to working on large scale canvases Independent investigations into appropriate artists, processes and theories. Critical analysis of the works of Caravaggio and Artemesia and their place in the Baroque movement. Recognising the fomal elements of paintings in this period in history. The development of chiaroscuro and examples seen within the Baroque as well as contemporary art Candle-lit portrait photos to inspire a final piece.		Personal Investigation - Theme must be chosen by student Learning to conduct a practical investigation into an idea, issue, concept or theme informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students will be introduced to the A Level learning sequence: Research phase> Development Phase> Consolidation Phase (see separate document) Ideas and critical analysis will be recorded in their written material	
	Skills	ink and bleach, abstract art, coloured inks, ink and stick, photography, mixed media, acrylic impasto, brush techniques, hyper-real drawing, Foil printing, wax-trapping, gelli-printing, lino printing, polytile printing, dry point etching Pencil - graphite and colour pencil, Mono-print, (see below)		Introduction to oil painting expressive drawing Students often identify their specialties within media whilst still being given opportunities to explore the breadth of the skills in the curriculum (see below)		Students will learn to navigate an A Level project and produce creative outcomes in response to researching artists, collecting and editing photos and primary sources, in response to gallery visits. They will further explore processes and techniques used in the Autumn workshops. They will produce personal responses in the Development Phase of their project using media, materials, processes and techniques of their choice	
	Assessment	At Dene Magna, we encourage students to think and act like artists. We use KS5 department assessment strategies to assess: AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements		Presentation of workshop studies on boards		Preparatory studies and final canvas Mid-project assessment. Y12 exam on a personal response	

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Year 13	Knowledge	Continue Personal Investigation - Theme must be chosen by student Learning to conduct a practical investigation into an idea, issue, concept or theme informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.		*Externally Set Assignment released on 1st February Students choose a theme from a selection to produce their final body of work. A self-directed project where students will need to develop ideas guided by their independent research of artists, photographers, designers or craftspeople. In 2022 we intend for students to either continue investigating their current chosen theme, pursue a sub-theme within their project or start an entirely new investigation		Revisit component 1 before final NEAs are submitted to the exam board. No written exam for students to prepare	
	Skills	Students will finalise their Research Phase and begin the Development Phase. Students will select and refine their best personal responses, gain confidence and proficiency in their skills through repetition and working on larger scale. They will consolidate their project by producing a final piece(s) in 15hrs (see below) Written material will be consolidated to support the project		Students be supported as they produce a second project. They will use the same project structure to make sure all areas are covered in the Research Phase> Development Phase and Consolidation Phase. No written supportive material. They will produce a finished outcome or a series of related finished outcomes using media, materials, processes and techniques of their choice in a 15hr exam (see below)			
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		y13 Exam - Produce a final piece or series of outcomes in 15 hours		Preparatory period followed by 15 hours of supervised time			

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