

Intent	Implementation	Impact
<p>We aim for students to think and act like artists</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>We encourage students to consider art as a subject for enjoyment as well as one that could lead to a career</p> <p>We expose students to opportunities in further education and careers in creative industries</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>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>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>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>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>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>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>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>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
Ye ar 7	K n o w l e d g e	1) 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 <ul style="list-style-type: none"> a) Studies based on the theme of Pop Art and associated artists; Lichtenstein, Warhol and Kusama. Linking to contemporary issues and icons in today's media. b) Studies based on the theme of still life and associated artists; Michael Craig Martin. Linking to observational interpretations of everyday objects 			Introduction to an art project that starts with teacher-led tasks and builds to opportunities for open interpretation. <ul style="list-style-type: none"> A. Studies based on the theme of the Fauves and associated artists; Matisse and Derain. Linking to still life, narrative and expressive working practices B. Looking at the origins of Manga and Anime. Focusing on the Studio Ghibli films: Spirited Away and Totoro. Linking to portraiture and animation. 		
	Sk ill s	1) Developing handling when using water based paints - poster and watercolour, water-soluble colour pencils. Blending, shading, mixing in palette and on page. <ul style="list-style-type: none"> a) Using paper collage and mixed-media, applying acrylic paint, tracing, applying indian inks, fine line pen Fine motor skills with scissors, brushes, pens, pencils. b) Using 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 			<ul style="list-style-type: none"> A. Improving painting skills with water based paints, utilising different brush sizes, exploring 'wet on wet' and 'wet on dry' Creating a final piece using clay, mixed media or lino printing B. Scaling up a self portrait, Using PC software/apps to edit and manipulate, collage, creative layering, paint, fineliners, polyblock print 		
	A s s e s s m e n t	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	

		Autumn		Spring		Summer	
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Ye ar 8	Kn ow l e d g e	1. Developing knowledge of how to build up an art project that starts with teacher-led tasks and builds to opportunities for open interpretation. <ol style="list-style-type: none"> a. Studies based on the theme of Global Cultures, exploring primitive art and artefacts Linking to animal inspired watercolour paintings b. Doodles and graffiti Art, looking at Jon Burgerman, Keith Haring, Mr Doodle, Banksy, Dain 			2. Developing knowledge of how to build up an art project that starts with teacher-led tasks and builds to opportunities for open interpretation and independent expressive responses. <ol style="list-style-type: none"> a. Studies based on the theme of Bugs and Insects and associated artists; Abby Diamond, Charley Harper, Kath Hodsman. Linking to expressive interpretations and development of tacit knowledge when handling media. b. Studies based on the theme of Natural form and associated artists; Ernst Haeckel, Warhol's skulls, 		
	Sk ill s	A. Scaling up by hand - measuring techniques, symmetry and guidelines. Developing a design in stages - concepts, developed, refining, final. Outline drawing. Watercolour painting techniques - wet on wet, wet on dry, dry brush, flourishes. Finishing touches- posca pens, gold leaf. B. Watercolours, acrylic paint, marker pens, ink spray bottles, cardboard and collage.			A. 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. Digital art Paper collage, painting with acrylic and watercolours B. Large scale studies of natural forms using a variety of media; Pens, penwash, oil pastel, soft pencil tonal studies, collage		
	Ass es s m e nt	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	

		Spring			Summer		
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Ye ar 9	K n o w l e d g e	1. Enhancing knowledge of building a body of work in art that starts with teacher-led tasks that have more opportunities for personal responses and builds to a final piece that students have thoughtfully planned <ol style="list-style-type: none"> Observational drawing of realistic self-portraits Studies based on the theme of 'Dreamscapes and Object Realms' and associated artists; Salvador Dali, Rene Magritte, Marc Chagall, Frida Kahlo, Anastasia Suvorova, Vladimir Kush. Linking to landscapes and still life observations with surreal influences. Studies based on the theme and works of Tim Burton 			1. Enhancing knowledge of building a body of work in art that starts with teacher-led tasks that have more opportunities for personal responses and builds to a final piece that students have thoughtfully planned <ol style="list-style-type: none"> Studies based on the theme of Cubism and associated artists; Pablo Picasso, Juan Gris, George Braque. Linking to expressive interpretations and explorations into 'conflict' paintings. Still life- Shoes and cameras, looking at the works of Andrea Joseph, Lisa Milroy, Vincent Van Gogh, Craig & Karl. 		
	Sk ill s	A. Improving handling using pencil and utilising sketching, refining, and blending with realism B. Enhancing handling of watercolour painting, dip pen drawing, lino printing, artist research and presentation, drawing from imagination, developing an image, and final piece planning. C. Biro, continuous line studies, varying tonal pencils, collage, poster & acrylic paint, three dimensional personal response			A. Enhancing handling of Soft pencil shading, continuous line, biro, fineliner, oil pastel, acrylic paint, mixed media, image transfer, collage, graphite sticks - expressive and refined drawing processes B. Biro, continuous line studies, varying tonal pencils, collage, poster & acrylic paint, mixed media collage, digital painting.		
	A ss es s m e nt	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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Ye ar 10	K n o w l e d g e	<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>Themes: <u>Food:</u> Artists include: Georgina Luck, Ryo Takemasa, Charles Bell, Andrew joyce, Joel penkman OR <u>Growth and Decay:</u> Artists include: Haeckel, Angie Lewin, Mr Finch, Craig Fellows, Ian Murphy</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>Theme: <u>Portraits:</u> David Hockney, Amedo Modigliani, Sarah Beeton, Françoise Nielly, Mark Powell</p>		
	Sk ill s	<p>Developing wider range of processes and techniques using acrylics, watercolour, pens, watersoluble pencils, pencils, bending stumps, graphite powder, mixed media, ceramics, inks, lino printing and reduction method</p>			<p>Improving handling with a wider range of processes and techniques, using acrylics, watercolour, pens, watersoluble pencils, pencils, bending stumps, graphite powder, mixed media, ceramics, inks, lino printing and reduction method. Introducing and discovering own personal favourite ways of creating artwork, refining own practise and preparing for a final piece in exam conditions</p>		
	A s s e s s m e n t	<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 teacher-led workshops and student-led investigations and planning studies in sketchbooks</p> <p>Final piece completed in 10 hours</p>		
		<p>Presentation of workshop studies in sketchbooks</p> <p>Final piece completed lesson time and for ILT</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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Ye ar 11	Kn o w l e d g e	<p>Trial Exam</p> <p>Developing ideas relating to one of the following themes. 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 will use their existing knowledge of how to structure a project in order to realise their own personal and meaningful final pieces and original outcomes</p> <p>Themes: Hands, Human Form, Messages, Food, Buildings and Structures</p> <p>Artists: Students will choose own relevant artists from teachers recommendations</p>		<p>Externally Set Assignment (students select a theme from a choice of 7 set by AQA, released on 1st January of year 11)</p> <p>Artists: Students will choose own relevant artists from ESA suggestions and teachers guidance</p> <p>They will use their existing knowledge of how to structure a project in order to realise their own personal and meaningful final pieces and original outcomes</p>		<p>Revisit component 1 before final CAGs are submitted to the exam board.</p> <p>No written exam for students to prepare for</p>	
	Sk i l l s	<p>Students will research the theme and link their project to relevant artists and other sources. They will need to collect visual stimuli through photography and from working from live sources. Students will create their own artwork in response using media, skills, processes and techniques learned throughout the GCSE course. Students will plan a final piece and produce this finished outcome or a series of related finished outcomes in a 10 hour exam.</p>		<p>Students will research the theme and link their project to relevant artists and other sources. They will need to collect visual stimuli through photography and from working from live sources. Students will create their own artwork in response using media, skills, processes and techniques learned throughout the GCSE course. Students will plan a final piece and produce this finished outcome or a series of related finished outcomes in a 10 hour exam.</p>			
	As s e s s m e n t	<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 on boards or in sketchbook</p> <p>Final piece planning</p> <p>Final piece completed in 10 hours</p>		<p>Preparatory studies and final piece or series of finished outcomes completed in 10 hours</p>			

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Ye ar 12	K n o w l e d g e	Analytical and critical investigations into a series of artists appropriate to the materials, media, processes and techniques explored through workshops		Going Large - A portraits project designed build up to working on large scale canvases Independent investigations into appropriate artists, processes and theories		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.	
	S k i l l s	ink and bleach, abstract art, coloured inks, photography, mixed media, acrylic palette knife, hyper-real drawing, Foil printing, Pencil - graphite and colour pencil, Mono-print, Acrylic - brush techniques, palette knife, Surrealist still life, abstraction and manipulation of shapes.		introduction to oil painting expressive drawing Exploring practices used by David Hockney, Colin Davidson, Andy Gotts, Picasso. Chiaroscuro and the Baroque movement, linking to artists that created this style and contemporaries that still use it. Students often identify their specialties within media whilst still being given opportunities to explore the breadth of the skills in the curriculum		Students will work on the Research Phase of the personal investigation. Write their statement of intent and settle upon a theme. Produce an artist research page, collect a series of photographs and other sources, respond to sources using painting, drawing and other creative processes, produce a personal response using media, materials, processes and techniques of their choice. This process will be repeated in the year 12 exam (15 hours)	
	A s s e s s m e n t	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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Ye ar 13	K n o w l e d g e	Continue Personal Investigation Students will work on the Research, Development and Consolidation Phases of the personal investigation. (Details of this are in our Dene Magna Course Handbook) Continue to produce research pages in sketchbooks, collect a series of photographs and other sources, respond to sources using painting, drawing and other creative processes.		Externally Set Assignment (ESA) 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.		Revisit component 1 before final teacher assessments are submitted to the exam board. No written exam for students to prepare for		
	Sk ill s	Produce a body of work in response to the theme, develop own personal art practise, creating original artwork and produce a personal responses using media, materials, processes and techniques of their choice. Teachers will facilitate and devise workshops based on the individual directions of each project.		Produce a body of work in response to the theme, develop own personal art practise, creating original artwork and produce a personal responses using media, materials, processes and techniques of their choice. Teachers will facilitate and devise workshops based on the individual directions of each project.				
	A s s e s s m e n t	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						
		y13 Exam - Produce a final piece or series of outcomes in 15 hours		Preparatory period followed by 15 hours of supervised time				