

Through the study of Art and Design at Cottenham Village College we support our students to become excellent visual communicators, who can critically interpret the works of others. Both attributes enable our students to effectively contribute to the 'wider conversation'. Furthermore, we aspire for all students to derive great personal satisfaction and inspiration from our visual world, throughout their lives. Our curriculum facilitates this.

The study of Art develops students' vital transferable skills i.e., confidence, resilience and problem-solving skills to name but a few.

Our curriculum model promotes increased artistic autonomy, throughout this key stage, in preparation for further study at Key Stage 4.

We use a range of formative assessment strategies to give feedback to our students including verbal feedback, modelling and whole class feedback. Time is assigned in lessons to action teacher feedback.

Autumn/Spring term Still life/Symbolism

<p>Key subject knowledge:</p>	<ul style="list-style-type: none"> • How to use a CVC sketchbook effectively. • Drawing skills-weight of line, shape, tonality, scale, detail, proportion. • Formal elements-colour, line, pattern, texture, shape. • Principles of Art-emphasis and repetition. • Key terminology-Ellipses, major axis/minor axis, symmetry, asymmetrical, italic, positive and negative space, one and two-point perspective, mass production, vanitas still lives-symbolism neo vanitas, modern, contemporary, chiaroscuro, narrative, composition, occlusion, contrast. • Artist movement Pop Art-exploration of Andy Warhol's work. • Vanitas still life Harmen Steenwyck.
<p>Key disciplinary knowledge:</p>	<ul style="list-style-type: none"> • Modelling supports application of knowledge. • The acronym SCAMPER supports the refinement of work made.
<p>Summative Assessment Strategies</p>	<ul style="list-style-type: none"> • Summative assessment is informed by milestone pieces of work, as well as teachers' professional judgement of work produced holistically.

<p>How does this unit prepare students for future study?</p>	<ul style="list-style-type: none"> • Ellipses broaden student’s artistic toolbox from their year 7 experience. This gives them the knowledge to tackle more complex imagery in their future study. • Creating an outcome which draws upon student’s visual research is the process which will support all future project development. • In this unit, there is greater emphasis on personal artistic intent. This gives students important practice in making artistic decisions for themselves; this will be required in future study. • Exploring symbolism is key for enabling pupils to convey clear messages in their work. This is a requirement of further study in this subject. The emphasis on symbolism makes this project conceptually more challenging than the (mainly) aesthetic underpinning of the visual elements, covered in year 7. • This unit provides further practice of occlusion which will support learners to consider ambitious compositions in future work.
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<p>Spring/Summer term - Identity</p>	
<p>Key subject knowledge</p>	<ul style="list-style-type: none"> • Single and double stencilling/micrography/ the use of text in Art conceal vs reveal/dry brush stencilling, intricate, mixed media/ role models. • Artists- Loui Jover/ Frida Kahlo/ Kehinde Wiley/Banksy /Joseph Cornell/ Louise Nevelson.
<p>Key disciplinary knowledge</p>	<ul style="list-style-type: none"> • Modelling supports application of knowledge. • The acronym SCAMPER supports the refinement of work made.
<p>Summative Assessment Strategies</p>	<ul style="list-style-type: none"> • Summative assessment is informed by milestone pieces of work, as well as teachers’ professional judgement of work produced holistically.
<p>How does this unit prepare students for future study?</p>	<ul style="list-style-type: none"> • Students can reflect upon the multi-faceted nature of people, including themselves. They can see how others have explored this genre in history and be able to utilise their prior knowledge of symbolism. The ‘self’ is an important concept to explore, to assist with engaging with future enquiry in a personal way. • Students explore 3D assemblage which prepares them for future study by broadening their skill set (sculptural ways of working).