

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 Term/ Spring Term: Mechanical Art

Key subject knowledge:	<ul style="list-style-type: none"> • How to use a CVC sketchbook effectively. • Drawing skills-weight of line, shape, tonality, scale, detail, proportion. • How to create a mind map. • Analysis of historical and contemporary styles including the artwork of Jim Dine and the Art genres Steampunk and Futurism. • Key terminology: Monochrome, contours, metallic, gradient, geometric/curved forms, implied/actual texture, positive/negative space, emphasis, vintage, mixed media, movement, relief. • Media used include tonal drawing using pencil and biro, mixed media collage/painting, mono-printing, and clay.
Key disciplinary knowledge:	<ul style="list-style-type: none"> • Modelling supports application of knowledge. • The acronym SCAMPER supports the refinement of work made.
Summative Assessment Strategies	<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.
How does this unit prepare students for future study?	<ul style="list-style-type: none"> • Cog imagery is the most complex we teach; this challenge will prepare students for the rigors of recording at GCSE level. • Materiality is a central component of this unit. Creating mixed media Art encourages creative risk taking. We will encourage the documentation of this in sketchbooks. In turn, this will support greater exploration and therefore innovation at key stage 4.

	<ul style="list-style-type: none"> • In this unit, some students seek the ways of working available in DT such as textiles and cutting MDF, to strengthen the inventiveness of their art pieces. This interdisciplinary way of working creates exciting possibilities for the future work, across the subject areas. • Compared to the year 7 and 8 starting points, this project has a more sustained focus. The ability to sustain an idea is essential for a GCSE project. • The outcome of this project makes use of acronym 'SCAMPER' and emphasises the importance of process. This is an important component of GCSE study. We call this 'review and refine'. • 'Mechanical' stimulates communication about issues and ideas beyond the self. This supports pupils to comment upon broader topics and direct their focus within a broad starting point.
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Spring Term/Summer Term-Contrast	
Key subject knowledge	<ul style="list-style-type: none"> • Drawing skills-weight of line, shape, tonality, scale, detail, proportion • Students will be inducted into the ideas of organic vs mechanic/ freedom vs control/ black and white vs colour / culture. • The formal elements-Colour, line, pattern, texture, shape, form, tone. • The design principles- Balance, contrasts, emphasis, proportion, repetition, and movement.
Key disciplinary knowledge	<ul style="list-style-type: none"> • Modelling supports application of knowledge • The acronym SCAMPER supports the refinement of work made
Summative Assessment Strategies	<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.
How does this unit prepare students for future study?	<ul style="list-style-type: none"> • The brief 'contrast' is broader than the theme 'mechanic' so it is creatively posing greater challenge, supporting students' ability to take greater ownership for the direction of their work. They are required to do this at GCSE. • The formal elements are explored, as well as design principles. As a result, a wider range of devices are employed in this unit, in preparation of GCSE study, to strengthen student's artistic 'toolbox'. Pupils reflect critically about what to include in their study but also what to remove, to convey their intended intention clearly. This is also the case if a student pursues Art at GCSE level.