

Subject: Art Bronze Arts Award		
Intent	Implementation	Impact
<ul style="list-style-type: none"> • To develop, not only art skills through a range of resources, techniques, media etc for different purposes but to develop creativity, resilience and an additional opportunity to their time within the provision. • To learn skills such as analyzing and evaluating produced work and outcomes. • To learn about different artists from around the world. • To understand more about the world of art; how it can take many forms and different views and opinions when it comes to art. • Creating art with not only a range of tools, but a selection of technological applications to create different effects through different means. 	<ul style="list-style-type: none"> • Students access weekly Art sessions in our discrete area with a tutor who specializes in art in different forms. • The delivery of the arts award and ArtsAward book/portfolio will be completed to display work and evidence collected towards the award. • A range of resources and different processes • Additional sessions can be undertaken during Duke of Edinburgh sessions and have links to other areas of the curriculum as highlighted below. • Students will access art construction, science, design and technology learning or activities in the provision. There will be links during tutor times too. • Guests and visitors with join the provision to complete activities such as spray painting to learn about different techniques and inspire the students. • There are opportunities to develop the artwork across the provision, such as the map of Nottingham in the diner. • A visit to different art events, for example Derby Museum. • The use of different materials to create pictures, canvases, t-shirts, sculptures and different resources. 	<ul style="list-style-type: none"> • Students will develop new skills and techniques, linking to creativity. • Students will be able to achieve a qualification in the arts award. • Creative thinking will be developed. • Students will develop a different awareness of the world, including cultures and links to British Fundamental Values, ensuring they are well rounded young people once leaving the provision. • A better understanding of the world we live in, including cultures and diverse places and the art in the world. • Students will have not only develop their knowledge of art forms but also reflective practice, problem solving skills and confidence. This enhances the personal development and SMSC offer here within the provision.

KEY TOPIC/ VALUE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>KS3 YEAR 1</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Arts Award <i>Part A: Explore the arts as a participant</i></p> <p>Participation in any art form</p> <p>Improvement in personal arts practice</p> <p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p>	<p><i>Part B: Explore the arts as an audience member</i></p> <p>Experience of one or more arts events/ experiences</p> <p>Reflection on the quality of the arts event(s)/experience(s)</p> <p>Their opinion about the arts event(s)/ experience(s)</p> <p>Communication of their reflection/ views about the arts event(s)/ experience (s)</p> <p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p> <p>Christmas Project – To be sold at the Christmas dinner.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p><i>Part C: Arts inspiration</i></p> <p>Simple research into, and appreciation of, the work of an artist, crafts person or arts practitioner</p> <p>What they have learnt from the research into the person's arts practice, career, life and work.</p> <p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p>	<p><i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Discussion with their adviser or another arts professional about the plans for their arts skills share</p> <p>Delivery of their arts skills share</p> <p>How well they passed on their arts skills</p> <p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p> <p>Easter Project -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Arts awards catch and completion <i>Part A: Explore the arts as a participant</i></p> <p><i>Part B: Explore the arts as an audience member</i></p> <p><i>Part C: Arts inspiration</i></p> <p><i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p> <p>Community Project – Exhibition at CVP link/Support KS4</p>	<p>Skills and development</p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.</p> <p>analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</p> <p>Community Project – Exhibition at CVP link/Support KS4</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>KS3 YEAR 2</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Arts Award <i>Part A: Explore the arts as a participant</i></p> <p>Participation in any art form</p> <p>Improvement in personal arts practice</p> <p>BTEC Level 1 introductory award in Art and Design</p> <p>AD5 Creating an Art image</p> <p>Introduction to unit Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D. Tutors give learners a theme for the 2D image and facilitate a group discussion about the theme and the different ways it could be interpreted</p> <p>Practical demonstration and workshop – Pen and Pencil work</p> <p>Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p>	<p><i>Part B: Explore the arts as an audience member</i></p> <p>Experience of one or more arts events/ experiences</p> <p>Reflection on the quality of the arts event(s)/experience(s)</p> <p>Their opinion about the arts event(s)/ experience(s)</p> <p>Communication of their reflection/ views about the arts event(s)/ experience (s)</p> <p>Practical demonstration and workshop - Drawing</p> <p>Blending and shading; hatching and crosshatching; frottage and impressing; wash and wax resist; timed drawings, fast and slow; small drawings and larger drawings exploring scale – Functional Skills mathematics exploring size, scales, proportions, scaling up and down, area. Different ways of working, drawing with opposite hand, eyes closed, in mouth, with feet, standing up, sitting down, continuous line. Learners experiment with the different techniques demonstrated to produce test pieces and samples</p> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p><i>Part C: Arts inspiration</i></p> <p>Simple research into, and appreciation of, the work of an artist, crafts person or arts practitioner</p> <p>What they have learnt from the research into the person's arts practice, career, life and work.</p> <p>Practical demonstration and workshop – inks and paints</p> <p>Working with inks; water-soluble marker pens; paints – water colours and collage materials. Learners experiment with the different materials and techniques demonstrated to produce test pieces and samples.</p>	<p><i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Discussion with their adviser or another arts professional about the plans for their arts skills share</p> <p>Delivery of their arts skills share</p> <p>How well they passed on their arts skills</p> <p>Researching, planning and developing ideas</p> <p>Learners use mini portfolios to develop a more in-depth study about key works of art. Use of the internet and texts/galleries would be useful. Tutors support learners in producing appropriate planning and refining of work documents to visually communicate their own ideas for a 2D art image. This could include learners using different techniques and materials, exploring different themes, producing rough sketches, exploring materials and producing samples, sketches and design pages. Learners refine planning ideas for the final 2D image that could be based on feedback from tutors, self-review or peers. Learners' development of ideas for the final 2D image could be evidenced by annotation, labelling</p> <p>Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p><i>Arts awards catch and completion</i> <i>Part A: Explore the arts as a participant</i> <i>Part B: Explore the arts as an audience member</i> <i>Part C: Arts inspiration</i> <i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Reviewing ideas for art image/portfolio</p> <p>Learners explore ways of reviewing and reflecting on the materials, equipment and techniques explored.</p> <p>Community Project – Exhibition at CVP link/Support KS4</p>	<p>Community Project – Exhibition at CVP link/Support KS4</p>

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KS4 YEAR 1	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Arts Award <i>Part A: Explore the arts as a participant</i></p> <p>Participation in any art form</p> <p>Improvement in personal arts practice</p> <p>BTEC Level 1 introductory award in Art and Design Unit AD6 Creating a 3D project</p> <p>Introduction to unit Introduced to the idea of working in 3D and to the work of artists, designers and craftspeople who work in 3D</p> <p>2D design ideas Learners should individually create 2D design ideas before making 3D art objects, selecting materials they want to practice with.</p> <p>Learners should demonstrate 2D drawing skills in relation to how their ideas are going to become 3D and should record choices made against their research</p>	<p><i>Part B: Explore the arts as an audience member</i></p> <p>Experience of one or more arts events/ experiences</p> <p>Reflection on the quality of the arts event(s)/experience(s)</p> <p>Their opinion about the arts event(s)/ experience(s)</p> <p>Communication of their reflection/ views about the arts event(s)/ experience (s)</p> <p>Practical demonstration and workshop with paper and card Tutors demonstrate a variety of 3D techniques and tools when working with paper and card.</p> <p>Techniques could include folding, cutting, scoring, shaping, joining, fixing and working with papier mâché. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes</p> <p>Practical demonstration and workshop with wire Tutors demonstrate a variety of 3D techniques and tools when working with wire.</p> <p>Techniques could include hand molding, cutting, shaping, bending, joining and fixing. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes</p> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Part C: Arts inspiration Simple research into, and appreciation of, the work of an artist, craftspeople or arts practitioner</p> <p>What they have learnt from the research into the person's arts practice, career, life and work.</p> <p>Practical demonstration and workshop with plaster Demonstrate a variety of 3D techniques and tools when working with plaster.</p> <p>Techniques could include molding, forming and casting. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes</p> <p>Practical demonstration and workshop with Modroc. Tutors demonstrate a variety of 3D techniques and tools when working with other materials such as Modroc etc. Techniques could include hand molding, cutting, shaping, bending, joining and fixing</p>	<p><i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Discussion with their adviser or another arts professional about the plans for their arts skills share</p> <p>Delivery of their arts skills share</p> <p>How well they passed on their arts skills</p> <p>Decoration of 3D objects using paint, varnishes and surface decoration Decoration ideas could be in relation to the theme, including learners looking at the work of artists, designers and craftspeople who have produced work on similar themes.</p> <p>Communicating ideas 3D art object Learners will refine planning ideas for the 3D art object that could be based on feedback from tutors, self-review or peers. Learners' development of ideas for the 3D art object could be evidenced by annotation, labelling work or taking part in discussions on work produced or producing further planning pages.</p> <p>Easter-</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Arts awards catch and completion <i>Part A: Explore the arts as a participant</i> <i>Part B: Explore the arts as an audience member</i> <i>Part C: Arts inspiration</i> <i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Reviewing work Reviewing work to develop further skills Learners should be able to present their final 3D art object to an audience. This may be as part of a group show or it may be individually presented to tutors. Learners should also be able to review the work they have produced. The review should include:</p> <ul style="list-style-type: none"> • what they have produced and why • how it relates to the original theme • what materials, techniques and processes they have used and why • what problems they faced during the project and how they overcame them • what they have learned about working in 3D and how they will use this in the future. 	<p>Final Assessment</p> <p>Community Project – Exhibition at CVP link/Support KS4</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS4 YEAR 2	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>Arts Award <i>Part A: Explore the arts as a participant</i></p> <p>Participation in any art form</p> <p>Improvement in personal arts practice</p> <p>BTEC Level 1 introductory award in Art and Design</p> <p>Unit AD9 <i>Planning and marketing an exhibition</i></p> <p>Introduction to unit introduce the unit by giving learners examples of exhibitions, spaces and venues. Learners conduct a tour of different environments in their immediate setting, assessing possibilities for holding an exhibition for a set number of people. Learners feedback on their findings to others and discuss how they would plan for an exhibition</p> <p>Estimation and budgeting Give learners information as to what would be needed in an exhibition. Tutors set budgets for a variety of small space locations and venues and distribute this to learners, facilitating research into budgeting for holding an exhibition. Learners are given a client brief and use IT to create an estimate of how much an exhibition would cost.</p> <p>Exhibition material Planning</p>	<p>Experience of one or more arts events/ experiences</p> <p>Reflection on the quality of the arts event(s)/experience(s)</p> <p>Their opinion about the arts event(s)/ experience(s)</p> <p>Communication of their reflection/ views about the arts event(s)/ experience (s)</p> <p>Continuation of Estimation and budgeting</p> <p>Creating marketing materials list the different types of marketing materials they have seen or have used previously</p> <p>Assess other types of marketing materials available such as TV and radio or online advertising. Review strategies and timeline processes for a marketing campaign, considering time to print/create/record materials and then publicising the event.</p> <p>Exhibition material Planning</p> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>Part C: Arts inspiration Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner What they have learnt from the research into the person's arts practice, career, life and work.</p> <p>Site visit visit two local venues and/or art galleries. Opportunities with venue holders to discuss facilities and decide on what they may need if they were to hold an art exhibition in situ.</p> <p>Exhibition material creation</p>	<p>Part D: Arts skills share — passing on arts skills to others</p> <p>Discussion with their adviser or another arts professional about the plans for their arts skills share</p> <p>Delivery of their arts skills share How well they passed on their arts skills</p> <p>Planning mock assessment and give learners an outline requirement sheet for an artist who wants them to organise an exhibition. A budget can be in place. Tutors observe learners working together to find out costing information</p> <p>Exhibition material creation Create and recourse local artists (Local AP?)</p> <p>Final Assessment</p> <p>Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>Arts awards catch and completion <i>Part A: Explore the arts as a participant</i> <i>Part B: Explore the arts as an audience member</i> <i>Part C: Arts inspiration</i> <i>Part D: Arts skills share — passing on arts skills to others</i></p> <p>Exhibition material creation</p>	<p>CVP Exhibition Planning, organising and event holding</p> <p>Hold an Art exhibition at the provision</p>

