



At OBCA, our approach is grounded in the values of **Trust, Excellence, Ambition, and Motivation**. We build strong relationships through trust, set high expectations to achieve excellence, inspire ambition in every student, and foster motivation to succeed. These values align with the **Ormiston Academies Trust principles of Ambition, Learning, Perseverance, Collaboration, and Inclusion**, driving our shared vision for every child to thrive. Through this ethos, we aim to secure both **currency and character**, enabling students to gain the qualifications that open life opportunities while developing the personal qualities needed to succeed beyond school.

Intent
Our curriculum intent in Art is to promote creative thinking, expression, and problem solving.

Implementation
At Key Stage 3, we introduce two formal elements of Art per term that is planned into themed projects. These themed projects are cross-curricular ensuring a holistic approach to Art education. Key Stage 3 is about quick wins in initial stages that will lead to building confidence, which in turn, can inspire a 'can-do' attitude over time.

At Key Stage 4 we develop two units of work in Year 10 and Year 11. The first unit is teacher led. This is where students will build confidence in their own creative practice under close guidance and direction. The second unit is where students can take the lead on their project, working with the experience and the structure we provided in Unit 1 in an individualised way.

Impact
Building confidence gradually in students to promote independence in creative thinking and making

Assessment
Key Stage 3 are assessed using Recurring Skills, Analysis & Evaluation, Media & Materials, and History of Art & Design. The reason for this is Art teachers across TBAP developed the assessment strands for KS3 together and all use it. This is subject to change with OAT's new Curriculum project.

Key Stage 4 are assessed using the 4 GCSE assessment objectives. The reason for this is it is how OCR assesses GCSE artwork. They are assessed on:

AO1: Development – Exploring ideas for theme and relevant artist's work
AO1: Refinement – Experimenting with various mediums in relation to chosen theme
AO3: Recording – Bringing together elements that have worked and refining further
AO4: Presenting – Using previous experience to create a final outcome

Key Stage 3 – Art (1-3 Years)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Formal Elements – CONTRAST & COLOUR: Colour, Ombre, Blending, Lava Lamp Art and experiment Science Cross Curricular	Formal Elements – FORM & PATTERN: Mexican Day of the Dead – Renewal - Symbolism, Drawing, painting and sculpture Faith & Beliefs Cross Curricular	Formal Elements - LINE & PATTERN: Optical Illusion, Painting & Sculpture Maths Cross Curricular	Formal Elements - LINE & SPACE: Perspective: Grid method and Perspective & accuracy Maths Cross Curricular	Formal Elements - COLOUR & SHAPE: Pop Art: Proportions in portraiture Maths Cross Curricular	Formal Elements - SHAPE & TONE: Graffiti: Drawing skills/ styles Teamwork. Community Art
8	Formal Elements – CONTRAST & COLOUR: Colour, Ombre, Blending, Lava Lamp Art and experiment Science Cross Curricular	Formal Elements – FORM & PATTERN: Mexican Day of the Dead – Renewal - Symbolism, Drawing, painting and sculpture Faith & Beliefs Cross Curricular	Formal Elements - LINE & PATTERN: Optical Illusion, Painting & Sculpture Maths Cross Curricular	Formal Elements - LINE & SPACE: Perspective: Grid method and Perspective & accuracy Maths Cross Curricular	Formal Elements - COLOUR & SHAPE: Pop Art: Proportions in portraiture Maths Cross Curricular	Formal Elements - SHAPE & TONE: Graffiti: Drawing skills/ styles Teamwork. Community Art
9	Formal Elements – CONTRAST & COLOUR: Colour, Ombre, Blending, Lava Lamp Art and experiment Science Cross Curricular	Formal Elements – FORM & PATTERN: Mexican Day of the Dead – Renewal - Symbolism, Drawing, painting and sculpture Faith & Beliefs Cross Curricular	Formal Elements - LINE & PATTERN: Optical Illusion, Painting & Sculpture Maths Cross Curricular	Formal Elements - LINE & SPACE: Perspective: Grid method and Perspective & accuracy Maths Cross Curricular	Formal Elements - COLOUR & SHAPE: Pop Art: Proportions in portraiture Maths Cross Curricular	Formal Elements - SHAPE & TONE: Graffiti: Drawing skills/ styles Teamwork. Community Art

Key Stage 4 –Fine Art (OCR GCSE, 2 Years)

Year 10 (6 Terms)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Landscapes - Unit 1:</p> <p>AO1: Analysing and Working in the style of Artists.</p> <p>AO2: Experimentation with mark making using secondary sources</p>	<p>Landscapes – Unit 1:</p> <p>AO2: Develop further Experimentation with various media using secondary sources</p> <p>AO3: Reviewing and refining work as it progresses</p>	<p>Landscapes - Unit 1:</p> <p>AO4: Consolidating learning from unit into a final piece</p>	<p>Student Led Unit 2:</p> <p>AO1: Analysing and Working in the style of Artists.</p> <p>AO2: Experimentation with various media</p>	<p>Student Led Unit 2:</p> <p>AO3: Reviewing and refining</p>	<p>Student Led Unit 2:</p> <p>AO4: Consolidating learning from unit into a final piece</p>

Key Stage 4 –Fine Art (OCR GCSE, 2 Years)

Year 11 (4 Terms)

Term 1	Term 2	Term 3	Term 4
<p>Food - Unit 1:</p> <p>AO1: Analysing and Working in the style of Artists.</p> <p>AO2: Experimentation with various media using secondary and primary sources</p>	<p>Food – Unit 1:</p> <p>AO2: Develop further Experimentation with various media using secondary sources</p> <p>AO3: Reviewing and refining work as it progresses</p> <p>AO4: Consolidating learning from unit into a final piece</p>	<p>Unit 2 Student Led Externally Set Task</p> <p>AO1: Analysing and Working in the style of Artists.</p> <p>AO2: Experimentation with various media</p>	<p>Unit 2 Student Led Externally Set Task:</p> <p>AO3: Reviewing and refining.</p> <p>AO4: Consolidating learning from unit into a final piece</p>