WLA Art Vision

To provide a curriculum that gives students the knowledge and a taste for a wide variety of Art, enabling students to see the real life value in the Arts and how it is everywhere, and that everything involves creativity. We want to provide students with exciting projects in which they enjoy exploring media, want to take risks and are proud of what they do.

We aim to build knowledge of historical and contemporary practitioners and skills, whilst encouraging our students to be original and aspirational. Students will be able to apply knowledge to multiple outcomes, to draw on a variety of sources for inspiration and competently and independently create pieces to a high standard, realising their intentions.

Year 13

The investigation continues – students are challenged to take on critical reflection from both their teachers, peers and self. 1 to 1 tutorial sessions to expand, refine and personalise their practice into thought provoking and justified response.
Assessment criteria and exceptional / highly developed criteria examplar work is regularly referred to provoke ambition and motivate learners to excel in their own practice.

Year 12

In year 12 students are challenged to develop a "taster"personal journey of year 11 from a pre-selection of their own starting points and sources of inspiration. Using all prior knowledge that has been built and developed throughout the whole art curriculums, students are expected to respond critically, both visually with media that is personal and successful to them as an individual artist. In January the curriculum becomes totally personalised. Students plan and design their project content starting with a 3000 word essay investigating a subject of their choice. Students are challenged to write academically, critically and with justification. Throughout the investigation students are challenged to create personal and meaningful responses, reflecting critically as their work progresses. Staff challenge students through 1 to 1 tutorial sessions to expand, refine and personalise their practice into thought provoking and justified responses which continues into year 13.

Year 11

The year 10 curriculum prepares students for the personal journey year 11 unit 2 takes. Students are challenged to select from a pre-selection of their own starting points and sources of inspiration. Using all prior knowledge that has been built and developed throughout the whole art curriculums, students are expected to respond critically, both visually with media that is personal and successful to them as an individual artist.
Assessment criteria and exceptional / highly developed criteria examplar work is regularly referred to, to provoke ambition and motivate learners to excel in their own practice.

Year 10

In Year 10 GCSE students will create a portfolio of work that challenges them to develop ideas through investigations, refine their work by exploring ideas, record their ideas, and present personal and meaningful responses throughout. Students will be challenged to be critical thinkers, selecting appropriate media and technique to discuss and respond to the work of others confidently. They make their own decisions supported by DIRT comments and assessment which is designed to encourage them to be reflective and ambitious in their response.

Year 9

In year 9 the complexity of subject matter builds again – looking at human anatomy. Students further refine their skills in formal elements looking at the rules of proportion and accuracy, alongside all previous skills. Students study a wide variety of artists and have opportunities to select between sources of inspiration and source their own, developing a personal and engaging project route. As always students reflect on their work and the work of others using specialist vocabulary. DIRT comments are used to extend learning at an individual level and encourage students to be ambitious, progressing their understanding and skills. As a taster of GCSE level work, students develop their own project route - personalising their curriculum, selecting their own artists to draw inspiration from. Thinking about how and why they will respond is a specific way to continually critically reflect on their progress. Again, DIRT comments are used to extend learning at an individual level and encourage students to be ambitious. As with year 7 and 8, exit tickets are then used to monitor and assess individual progress. Assessment is used to inspire students to make the pieces they want, selecting their subject, developing and planning their composition, and selecting their chosen media. Students conclude the project with a personal and ambitious outcome developing independent work through personal reflection and choice of media, scale and subject – encouraging them to start thinking about being their own artist.

Year 8

In year 8 the subject matter becomes more ambitious, looking at creatures. Students build on and refine skills in formal elements with a further focus on recording texture. Again, students select imagery of their choice, deciding if they are building their confidence or challenging their technical skill. Students are introduced to complex media such as lino and screen printing alongside working collaboratively as a team of artists. Students reflect on their work and the work of others using accurate vocabulary, DIRT comments are used to extend learning at an individual level and encourage students to be ambitious. As with year 7 exit tickets are then used to monitor and assess individual progress. Assessment is used to inspire students to make the pieces they want, selecting their subject, developing and planning their composition, and selecting their chosen media. Students conclude the project with a personal and ambitious outcome developing independent work through personal reflection and choice of media, scale and subject – encouraging them to start thinking about being their own artist.

Year 7

In year 7 students are challenged to use a vast range of new media they may not have had the opportunity to use at primary school. They are challenged to develop their formal drawing skills looking at line, shape, tone and accuracy. Options are given to students in the sources they use, asking students if they want to build their confidence or challenge the understanding of technique. Students are given regular opportunities to critically reflect on their work and the work of others, DIRT comments are used to extend learning at an individual level and encourage students to be ambitious. Exit tickets are then used to monitor and assess individual progress. Assessment is used to inspire students to make the pieces they want, developing and planning their composition and selecting their chosen media.