



# Art and Design Curriculum

## Intent

### Curriculum Vision

Art and Design provides a powerful means of personal expression through visual communication and develops in our young people a confident and independent voice. Through guidance to unlock their passion and personal motivation, students produce work which is underpinned by knowledge and a wider cultural understanding. Creativity and inspiration are celebrated in the engagement of a range of artistic disciplines including Art, Design, Textiles, Photography, Graphic Design and 3D craft. The chance for physical experimentation and experience of materials, techniques and processes, develops in students an understanding of the formal elements of art across all disciplines - line, shape, tone, composition, colour, form, texture and pattern - as vital components to their own creative work.

Art and Design holds an important place in the curriculum as it engages imagination and stimulates flexibility of mind. Brave engagement and personal curiosity to explore are encouraged, enabling self-reflection, creativity, the ability to express personal opinions, and fostering independence to make sense of and live within an increasingly visual world. The process of learning and exploring is celebrated and its significance is highly valued, rather than solely the final outcome. Mastery of artistic practical skills is supported through “research through practice” expanding visual literacy, awareness and deep sense of cultural understanding and personal experience. Knowledge and scrutiny of iconic works of art underpin practical skills and a deeper awareness of the semiotics embedded within works of Art.

Teaching Art and Design sets our students on a lifelong journey with deep and meaningful cultural awareness and a confidence to present their progression journey and future lives.

*“Creativity takes Courage” - Henri Matisse*

## Concepts and Skills

In art and design students are equipped with the following skills and concepts

- Observe and record: Look and do, mark making, drawing, photography, capturing the 'essence'
- Formal Elements: using and understanding line, shape, tone, composition, colour, form, texture and pattern
- Colour and Light: Colour theory and physical/emotional impact, painting workshops, observational recording
- Perspective: Technical drawing, combined compositions, collage techniques, photography, personal viewpoint
- Composition: Placement of images, visual relationships, image and text, creative writing, illustration
- Accuracy: Drawing, proportion and scale, technical drawing, textiles, attention to detail, focus, seeing truthfully
- Cultural awareness: Gallery visits/exhibitions, exposure to variety of artists work and their context
- Resilience: Growth mindset building on mistakes and developing work over a period of time
- Explore and respond: Experimentation and application
- Independent creative journey: Having responsibility and motivation to progress, building confidence
- Inventing: Own ideas linking to theories and research
- Describe and analyse: Visual, writing and speaking skills, analysis of own and others work
- Refine and reflect: Pushing the boundaries and possibilities of self, materials and processes, annotation, evaluation
- Creative problem solving: Risk taking, logistics
- Professional practice and industry liaison: External links, career advice and opportunities
- Transferable Skills: Presentation, communication, exhibition and ability to apply a creative mindset
- Health and Safety: Appropriate use of material, technique, process and working environment

## Vocabulary

Literacy is embedded within the Art and Design curriculum and keywords are taught and explained confidently in lessons. Students are encouraged to articulate appropriately and also document through their analysis with accurate terminology. Students are expected to be able to annotate their visual work fluently and use this as evidence of recording their wider understanding as well as show detailed evaluation and synthesis of their own and others work. The written component of Art and Design is very much an integral part of each Key Stage and embedded within the assessment objectives. Students are encouraged to deepen their use of visual language and work towards mastery in this area; both through creative writing and inspiration, as well as academic rigour to be able to dissect and divulge the semiotics of work linked to them having their own personal opinions. Where cross curricular links are inevitable and encouraged, the consistent teaching and understanding of essential vocabulary is an integral part of the curriculum.

A selection of discipline specific terminology that students will encounter is listed below:

## Subject Specific Vocabulary:

Key Stage 3	Key Stage 4	Key Stage 5
Impressionism	Dialogue	Semiotics
Cubism	Intentions	Research through practice
Observation	Research	Engagement
Formal Elements	Experimentation	Audience
Analysis	Outcome	Curation
Annotation	Aesthetics	Installation
Research	Relevance	Synthesis
Collage	Evaluation	Media
Composition	Culture	Personal journey
Illustration	Visual literacy	Industry liaison
Colour	Design	Portfolio
Light	Techniques	Innovative
Environment	Reflection	Disciplines
Perspective	Components	Interconnectivity
Detail	Maquette	Process

## Homework

All students in years 7-9 have a practical homework booklet to support Art and Design lessons. This booklet includes tasks that incorporate a wide variety of aspects of the curriculum, including primary and secondary research, annotation, ideas development, designing, observational drawing, final outcomes and analysis and evaluation of work as whole.

Students who study Art and Design at KS4 complete homework tasks to develop personal connections to their own artistic development and outcomes and these compliment the structure of lessons. Homework tasks are inseparable and vital part of the final submission and support the application of higher order thinking skills and a wider cultural understanding. This home learning time also provides insight into individual student's commitment, drive, enthusiasm and passion, which are crucial for progression within Art and Design.

Homework helps our students achieve mastery in Art and Design. Students who need extra support to achieve mastery are supported by our 10:10 programme which covers a range of disciplines within Art and Design and all have access to our daily Homework Club.

# Implementation

## Overview Statement

The Art and Design curriculum builds upon the key concepts and skills to aid students over time to excel in their practical application linked to their understanding of both artists, materials, techniques and processes.

All students are supported and encouraged to fully engage with Art and Design. Lessons are differentiated with challenge and rigour to stretch more able artists, as well as scaffolding for students who need further support. Art and Design allows students to work at their own pace, encouraging unique and independent outcomes. Students are supported to be able to discuss and explain both the theory behind their work as well as their application of practical skills with appropriate subject specialist vocabulary and disciplinary literacy. Vocabulary is developed in Art and Design through the Frayer Model and students are taught to read, write and speak like a creative practitioner.

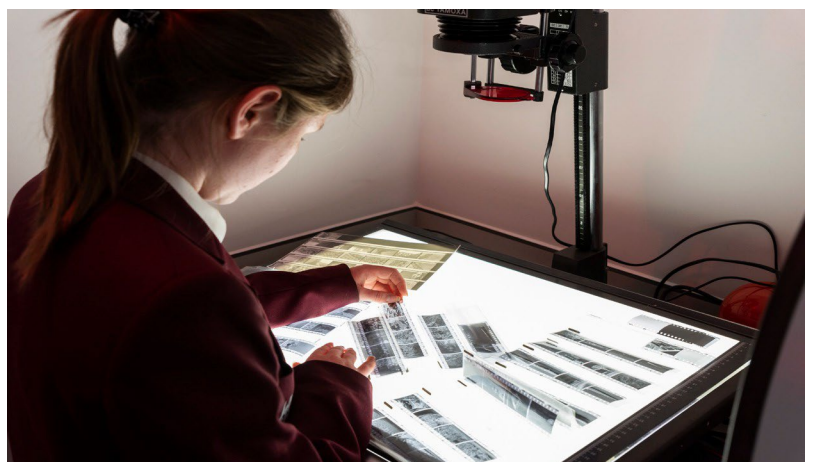
Students are encouraged to engage with the processes involved in Art and Design including drawing, painting, photography, stitch and typography, and connect these different techniques and processes as well as revisit skills sets in order to develop towards mastery. Cross curricular links are explicitly referenced and exploited in order to deepen understanding as well as help students' engagement and motivation with personal projects.

Homework is a fully embedded part of the students learning journey within Art and Design, and each aspect supports the students' skills development as well as contextual understanding. Technology is employed in a variety of ways including the use of our digital computer suite, laser cutter and photography facilities. Students are encouraged to experiment with new media to strengthen learning and support their explorations and project development.

In Key Stage 3, students focus on key pivotal artists both historical and contemporary, ranging across disciplines, art movements and cultural and social contexts. Students develop a fundamental skill set and cultural understanding which will support them through life. Students engage with the initial building blocks towards mastery with fundamental artistic skill sets as well as a wider cultural understanding, including the formal elements; line, shape, tone, composition, colour, form, texture and pattern. Students learning is supported with external gallery visits to widen their cultural understanding and awareness.

In Key Stage 4, students pursue a deeper personal dialogue with their own creative development and independent learning journey. Skills-based subject specialist workshops support students' creative intentions as they better understand the characteristics, properties and effects of using different media, materials, techniques and processes. Students will develop research skills, technical skills, practical skills, experimental understanding, literacy development and visual recording, personal responses and evaluation of outcomes and documentation of processes. Students produce personal work with dexterity, flexibility and independent competency. Students understand the intentions and deeper meanings behind and communicated through visual arts.

In Key Stage 5, Students make connections and correlations with their prior learning journey to support their progression. Students are exposed to a wide variety of industry and practical contexts in which they may be able to place themselves in the future. Students understand the economic impact of the creative industry. Students are prepared for higher education or the workplace, and to take their place as part of society. Students have the opportunity to engage in a wide variety of specialist disciplines: Fine Art, Graphic Design, Photography, Textiles and Surface Design, Ceramics, Illustration, Visual Communication, Model making, 3D crafts, Applied Arts. Students are encouraged to develop their theoretical and cultural understanding to underpin and support their project work. Students have the opportunity to fully scrutinise theoretical topics in a visual format. Students are also supported with developing presentation skills and oracy, as well as experience of professional practice in terms of exhibition curation and portfolio development. Key Stage 5 creates the environment for students to identify their own personal, contextual and conceptual interests which they are then able to integrate into their work. We encourage our Key Stage 5 students to take an active role within the Expressive Arts department, and be active and evident role models for our Key Stage 3 and 4 students. Our student ambassador scheme has been highly successful and provided opportunities for students to help them as they progress.





# Impact

## Key Stage Three

Through studying the Art and Design Key Stage Three curriculum, students will be able to develop their observational drawing techniques and evidence their use of both wet and dry media. Students will be able to create personal innovative work and articulate their learning journey and how art and culture are closely combined to create inspiring outcomes. Students will apply ideas development as well as image generation techniques through photography, collage and textiles. Students have a clear understanding of the key theories/artists and how they link to their outcomes/techniques, be able to explain their influence on their work, which will support them to take creative risks, and start to build confidence and see the relevance of art within today's society.

They will have developed a deep knowledge of the formal elements of art, and be able to apply this knowledge through creating their own personal outcomes as well as in their written analysis and understanding of artists work. Students will understand how to write about the artists/artwork and link the connection to the theory and the artwork showing their own personal conclusions. Creativity and Empathy are particularly evident across the Expressive Arts curriculum. Students are encouraged to develop independent ideas and outcomes as well as being able to comment on and critique the work of other artists and their peers. The Creative industry is powered by a love of learning, which is ignited by enthusiasm, and creative ideas, which are encouraged within the curriculum.

Students are able to communicate like an artist through their use of subject specialist vocabulary and a development of disciplinary literacy. All opportunities to develop numeracy are fully exploited in context, such as measuring, the correct use of drawing equipment, and the ratio of colour mixing. This helps students not only embed this learning but also see it within practical context and apply it to how they will use it within society and their daily lives.

## Key Stage Four

The Key Stage Four Art and Design curriculum builds upon students' initial practical and theoretical understanding, extending their knowledge in all areas of Art and Design. Through developing their knowledge of a range of subject specialisms, they are able to apply their understanding of the formal elements, composition, perspective and accuracy, as well as developing their independent creative journey as they refine and reflect, describe and analyse to develop their creative problem-solving skills. Confident to write about artists and their links to theory/context/history in an analytical as well as personal context, while showing an understanding of how their work/concepts/ideas can link to artists and art history.

The Art and Design curriculum and the industry is underpinned by interdisciplinary links and contacts, which are also evident within the learning to help students engage with and understand the professional context. Students gain awareness of progression opportunities within the Arts and this is fully explored and students are supported on their progression journey with additional links with Key Stage 5.

Students' progress in Art and Design is recognised through their BTEC entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice. Creative application to create personal innovative work through a range of disciplines, taking into the consideration the viewer/audience for their work enables the students to gain a sense of self-worth and creative potential. We encourage students to be excited about the subject and keen to learn more/be independent learners; confident to take risks within their work, not being afraid to make mistakes but learning from them.