

Art and Design



Curriculum Staff: LAT GMR LEH SCP HL

Department Intent: To develop passionate, independent and creative thinking individuals who can utilise a wide range of skills to express their appreciation of Art, Craft and Design.

KS3

Intention Overview:

Curriculum Knowledge	
<p>Year 7: EXPLORE/ EXPERIENCE Explore visual language (Line, Shape, Tone, Colour & Pattern) through different media, techniques and processes. As well as experiencing a range of contextual references.</p> <p>Year 8: DEVELOP/ APPRECIATE To build upon their initial experiences of visual language, media and techniques whilst developing a more personal and creative approach. Contextual references are used as inspiration to develop confidence to influence and inform their final outcomes.</p> <p>Year 9: REFINE/ CELEBRATE To research, develop and refine independent work which shows confidence, fluency, independence and passion.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Command of industry use software. • Observational Skills. • 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Analytical skills. • Ability to utilise a range of presentation skills. • Creative problem solving
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Impact on environment, sustainability and society. • Opportunities to explore other cultures. • Historic understanding. • Ability to express one's self. • The ability to access, progress and develop. 	

KS4:

Intention Overview: To develop passionate, independent and creative thinking individuals who can utilise a wide range of skills to express their appreciation of Art, Craft and Design in order to be successful at GCSE or BTEC Art & Design.

Curriculum Knowledge	
GCSE FINE ART & BTEC ART & DESIGN: Throughout the two-year courses' students will develop the following curriculum knowledge: <ul style="list-style-type: none">- An ability to effectively develop ideas through purposeful investigations.- Demonstrate critical understanding of sources.- Thoughtfully refine ideas.- Effectively select and purposefully experiment with appropriate media, materials, techniques and processes.- Skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.- Competently present a personal and meaningful response and realise intentions.- Express understanding of visual language.	
Year 10: BTEC: Students cover a set of 4 units across the two years. 2 of these are internally chosen to develop and nurture them as young artists throughout year 10. The focus on visual language in both 2D and 3D forms the units and allows for students to experience the work of industry professionals, experiment with a range of different media, art forms and processes as well as continuously improving their confidence and skills in the art of observation. GCSE: Students complete their first major project for their coursework throughout Y10 GCSE. The title 'Identity' supplies the students with a starting point to explore and towards the end of Y10 take off into their own areas of interest. They experience the work of artists and craftspeople through analytical research and imitation of the style. They delve into a wide range of different media and processes from traditional drawing and painting techniques to modern printing. This is all supported by a continuous development of observational and draftsman ship skills.	
Year 11: BTEC: Students complete their final internal project under the title of 'Introduction to Specialist Pathways in Art and Design' which provides the students the opportunity to be more independent in order to select their most successful area of art and develop their ideas towards a final brief. Their final unit is the externally set task. This consists of a set of briefs provided by the exam board. Students have a set amount of time to develop ideas and explore outcomes. The final section of their course is a 10 hour exam in which they realise their intentions in a summative final piece. GCSE: Students complete their second coursework project with much more choice and independence. Scaffolding is in place to guide the students through the different assessment objects to gain marks and increase their final coursework mark. They select from 4 themes for this project. Their final unit is the externally set task. This consists of a set of briefs provided by the exam board. Students have a set amount of time to develop ideas and explore outcomes. The final section of their course is a 10 hour exam in which they realise their intentions in a summative final piece.	
Skill Development	
Subject Specific Skills: <ul style="list-style-type: none">• Command of industry use software.• Observational Skills.• Draftsman ship•	Wider Academic Skills / Attributes: <ul style="list-style-type: none">• Analytical skills.• Ability to utilise a range of presentation skills.• Creative problem solving• Self-expression• Creative outlet
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none">• Impact on environment, sustainability and society.• Opportunities to explore other cultures.• Historic understanding.• Ability to express one's self.• The ability to access, progress and develop.	

Intention Overview: To develop passionate, independent and creative thinking individuals who can utilise a wide range of skills to express their appreciation of Art, Craft, Design and Photography in order to be successful at A-level as well as secure places on strong further education courses or in creative careers.

Curriculum Knowledge

A-LEVEL FINE ART & PHOTOGRAPHY:

Throughout the two-year courses' students will develop the following curriculum knowledge:

- An ability to develop ideas through sustained investigations, informed by contextual and other sources.
- Demonstrate analytical and critical understanding.
- Explore and select appropriate resources, media, materials, techniques and processes.
- Reviews and refines ideas with increasing confidence as work develops.
- Record ideas, observations and insights relevant to intentions.
- Reflect critically on work and progress.
- Present a personal and meaningful response.
- Successfully realise intentions and, where appropriate, makes connections between visual and other elements.

Fine art:

Year 12:

Students start the year breaking down barriers and getting out of their comfort zone to experience new techniques, processes, medias and scale of work as well as collaborative work and critique sessions. During the summer term thoughts turn to the personal investigations which forms 60% of their Y13 final mark. During this time students consider topics to express their personality as well as their interests as an artist. Once selected, observations are started to set the tone for this large project of work.

Year 13:

Throughout the first term of Y13 students develop their personal investigations using scaffolding support to meet the different assessment criteria. They will produce several outcomes throughout this piece of work to demonstrate how they have realised their intentions. Their final unit is the externally set task. This consists of a set of briefs provided by the exam board. Students have a set amount of time to develop ideas and explore outcomes. The final section of their course is a 15 hour exam in which they realise their intentions in a summative final piece.

Photography:

Year 12:

Students start the year with a rapid introduction to photography. This consists of a series of 10 mini projects that allow students to develop the command of camera settings, development of the use of industry software as well as opening up creatively to new concepts and ways of working. During the summer term thoughts turn to the personal investigations which forms 60% of their Y13 final mark. During this time students consider topics to express their personality as well as their interests as a photographer. Once selected, observations are started to set the tone for this large project of work.

Year 13:

Throughout the first term of Y13 students develop their personal investigations using scaffolding support to meet the different assessment criteria. They will produce several outcomes throughout this piece of work to demonstrate how they have realised their intentions. Their final unit is the externally set task. This consists of a set of briefs provided by the exam board. Students have a set amount of time to develop ideas and explore outcomes. The final section of their course is a 15 hour exam in which they realise their intentions in a summative final piece.

Skill Development

Subject Specific Skills:

- Command of industry use software.
- Observational Skills.
- Draftsman ship

Wider Academic Skills / Attributes:

- Analytical skills.
- Ability to utilise a range of presentation skills.
- Creative problem solving
- Self-expression
- Creative outlet

Personal Development - SMSC and Cultural Capital (opportunities/experiences)

- Impact on environment, sustainability and society.
- Opportunities to explore other cultures.
- Historic understanding.
- Ability to express one's self.
- The ability to access, progress and develop.

