



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

ART AND DESIGN CURRICULUM

ART AND DESIGN CURRICULUM PHILOSOPHY

The Art Department at St. George's nurtures creativity and inspires a love for beauty, through integrating and emphasising our core Christian values of dignity, hope, community, wisdom, humility, and kindness. We believe that every person is created in God's image and thus inherently dignified, and we aim to celebrate this through our study of art that honours diverse perspectives and human worth, fostering creative, purposeful and spiritual learners.

Instilling hope in our pupils through works that inspire and uplift is a central part of our mission. Our inclusive and supportive learning community encourages pupils to express their thoughts and ideas, promoting personal growth and development.

Through our exploration of varied art movements, we aim to nurture wisdom and humility by challenging pupils to broaden their perspectives and reflect on the deeper, spiritual truths of our faith. We strive to make meaningful connections between art, God, and the world, fostering a sense of wonder and reverence in the beauty of creation.

Art is essential to a child's education and values as it instils in children the habits of mind that last a lifetime: critical analysis skills, the ability to deal with ambiguity and to solve problems, perseverance and a drive for excellence. Also, the creative skills children develop through the arts carry them towards new ideas, new experiences and new challenges and personal and spiritual satisfaction. Purposeful creative activities expand children's ways of exploring, expressing and coming to terms with the world they inhabit in a structured and enjoyable way. Children first learn to respond aesthetically to their environment through touch, taste, sound and smell and their natural curiosity suggests a need for sensory experience. Visual art education helps to develop sensory awareness, enhances sensibilities and emphasises particular ways of exploring, experimenting and inventing. Arts infused education builds on 21st century skills: creativity, critical thinking, communication and collaboration. Therefore, continued development of our society depends upon a creative education.

"Logic will get you from A to B. Imagination will take you everywhere." -Albert Einstein

"I found I could say things with colour and shapes that I couldn't say any other way - things I had no words for." -Georgia O'Keefe

In order to achieve a true understanding of Art and Design topics have been intelligently sequenced based on the following rationale:

- The curriculum should engage, inspire and challenge pupils from all cultural and religious backgrounds.
- The curriculum's underlying rationale is that pupils have to engage in art and cannot be passive in their interaction with learning.
- pupils should be able to participate in, experiment with, invent and create their own works of art. They will use curriculum booklets, sketchbooks and create portfolios of work to support their art work – knowing the value.
- Holistic learning demonstrating the academy's values and drivers will ensure pupils can personally express themselves.
- Knowledge, skills and understanding within art and design will be built upon pupils' progress through the academy and be relative to the age and capability of pupils.
- pupils will know how to apply the visual elements to their artwork in order to achieve successful outcomes, both in 2D and 3D forms.

The Art and design curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- The curriculum and provision of art and design will support disadvantaged pupils by ensuring wide ranges of artists are shown from diverse backgrounds and styles, teaching our pupils that background should not limit opportunities. The art curriculum allows pupils to broaden their cultural capital by being exposed to a wide range of art from different cultures.
- pupils will be provided with access to materials and resources to support their creative and personal development. Pupils will also be provided with any equipment needed to enable them to further their learning at home.
- The art and design curriculum is inclusive of all pupils no matter their circumstances, social setting, cultural or religious beliefs, gender, sex, or race.
- Within art and design lessons, live modelling using tools such as the visualiser will support pupils in developing confidence and raising their aspirations. Curriculum booklets and teaching are differentiated for the precise development of knowledge.

We fully believe Art and Design can contribute to the personal development of pupils at St George's:

- Art lessons across KS3 and KS4 will give pupils the opportunity to record their own ideas and experiences and express their opinions. Studying art will give a voice to all pupils, enabling them to reflect on their beliefs, values and experiences as young human beings and use their imagination and creativity to develop curiosity about their personal journey. Once immersed in art and design, pupils will develop a variety of methods of working: developing spiritually in studying art will enable pupils to use creative processes in order to be expressive and proficient in their explorations of materials and processes. Pupils will be encouraged to use alternative creative processes to engage and motivate themselves and avoid being defined by a creative process orthodoxy. Autonomy will drive

pupils in realisation of ideas and thoughts about the topic of a scheme or their own personal outcomes. This deep fostering of resilience, self-direction, risk-taking, and emotional expression directly underpins our pupils' character development.

- Studying Art and Design will offer pupils the opportunity to debate and discuss artwork and the themes within both contemporary and historical pieces. Pupils will be exposed to political art and controversial pieces where artists have challenged our perceptions of right and wrong. Pupils will understand the purpose of debate and opinion and show this through respecting one another's views. Art and design can be used as a vehicle for debate and can often have a lasting effect on society as a whole. Pupils will be encouraged to take part in this with an understanding of what is right and wrong in our morals and values. This critical interrogation of visual culture teaches pupils to look past surface aesthetics, evaluate bias, interpret complex subtext, and make informed, objective decisions when forming their own independent viewpoints.
- The art and design curriculum at St George's will always support pupils in acquiring knowledge and understanding of the world of art, craft and design. Pupils will learn about, research and explore relevant and significant artists, craftspeople and designers from diverse genres, periods, cultures and include both male and female practitioners. Topics have been designed to promote the personal development of pupils; examples include: 'Portraits' delivered in Year 8, covers issues surrounding gender, race and identity, developing awareness of mental health and making art in response to exploring own personalities. 'Insects', delivered in Year 7, has been carefully designed to incorporate the academy's core values and drivers; exposing pupils to Christian scripture. Sea Life, Architecture and Coastal Towns are also themes explored that will encourage pupils to communicate their own ideas and thoughts about the world around them. These units naturally link to our core Christian values, encouraging a profound respect for creation, an inclusive celebration of diversity, and deep empathy for the human condition, allowing every student to explore their God-given talents.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

- The art and design curriculum systematically develops high-level employability skills that are vital to the modern creative economy and wider corporate sectors. Through regular project-based work, pupils master project management, visual communication, spatial awareness, and creative problem-solving. The iterative nature of drafting, refining, and responding to critiques instills an understanding of quality assurance and commercial presentation, ensuring pupils can confidently articulate visual concepts and deliver sophisticated professional outcomes.
- Art and design pupils will have the opportunity to take part in workshops specifically focusing on a specialism that they are keen to explore in further education. Pupils will be given the opportunity to visit Blackpool School of Arts undergraduate show on an annual basis, exposing them to the degrees on offer in the arts. These experiences bridge the gap to specific education routes and courses. Ready for Key Stage 5, this curriculum prepares pupils for A-Level Art and Design, Fine Art, and many of our pupils choose to pursue careers in Photography, Graphic

Communication, and 3D Design, alongside UAL Foundation Diplomas. In higher education, it opens up pathways to BA (Hons) degrees in Fine Art, Graphic Design, Architecture, Illustration, Animation, Game Design, Fashion, and Interior Design, as well as creative Level 3 and 4 apprenticeships.

- Pupils often engage with the wider community on an annual basis by exhibiting in 'The Young Seaside Exhibition' at The Gallery in Blackpool. Exposing students to this professional gallery environment introduces them to the vast landscape of future careers within the thriving creative industries. Direct professional sectors include commercial roles such as graphic designer, architect, web/UX designer, animator, illustrator, fashion designer, and interior stylist. Furthermore, the visual and analytical skills gained prepare students for vital careers in media production, gallery curation, arts heritage, art therapy, marketing, and advertising.

A true love of Art and Design involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in GCSE examinations:

- GCSE portfolios are marked holistically and require pupils to evidence their knowledge of artists, experiment with materials and processes and observe and record skills and outcomes on a theme.
- pupils will sample and be taught to develop their creativity and ideas and increase proficiency in their execution of a broad range of techniques and processes - they will build confidence in safe risk taking across 2D and 3D methods of making before they embark on mastering technical skills in more depth in Ks4.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 7	Term 1-2	The Jungle - Drawing and Painting
	Term 2-3	Insects - Textile Experimentation
Year 8	Term 1-2	Coastal Towns - Collage
	Term 2-3	Sea Life - Clay Sculpture
Year 9	Term 1-2	Architecture - Cardboard Sculpture
	Term 2-3	Portraiture - Mixed Media
Year 10	Term 1-2	Component 1 - Animal Eyes - Mixed Media
	Term 3	Component 1 - Rural Landscapes – Art Textiles
Year 11	Term 1	Component 1 - Mock Exam Project – Internally set assignment
	Term 2-3	Component 2 -Exam Project - Externally set independent assignment and controlled assessment