



## 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 students through works that inspire and uplift is a central part of our mission. Our **inclusive and supportive learning community** encourages students 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 students 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** students from all **cultural** and **religious backgrounds**.
- The curriculum's underlying rationale is that students have to **engage** in art and **cannot be passive** in their interaction with learning.
- Students 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 students can personally **express themselves**.
- **Knowledge, skills** and **understanding** within art and design will be **built upon as students' progress** through the academy and be relative to the age and capability of students.
- Students 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 students' knowledge and skills:**

- The curriculum and provision of art and design will support disadvantaged students by ensuring **wide ranges of artists** are shown from **diverse backgrounds** and styles, teaching our students 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**.
- Students will be provided with access to materials and resources to support their creative and personal development. Students 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 students** 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 students in **developing confidence** and **raising their aspirations**. Curriculum booklets used and teaching differentiated to support students in their development of knowledge.

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

- Art lessons across Ks3 and Ks4 will give students the opportunity to **record their own ideas** and experiences and **express their opinions**. Studying art will give a voice to all students, 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.

- Studying Art and Design will offer students the opportunity to **debate and discuss** artwork and the themes within both **contemporary and historical** pieces. Students will be exposed to **political art** and **controversial pieces** where artists have challenged our **perceptions of right and wrong**. Students 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. Students will be encouraged to take part in this with an understanding of what is right and wrong in our morals and values.
- Once immersed in art and design, students will develop a variety of methods of working: developing spiritually in studying art will enable students to use creative processes in order to be expressive and **proficient in their explorations of materials and processes**.
- Students 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 students in realisation of ideas and thoughts about the topic of a scheme or their own personal outcomes.
- The art and design curriculum at St Georges will always support students in acquiring **knowledge and understanding** of the **world of art**, craft and design. Students 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 students; 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 students to **Christian scripture. Sea Life, Architecture** and **Coastal Towns** are also themes explored that will encourage students to **communicate their own ideas** and thoughts about the **world around them**.

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

- Art and design students will have the opportunity to take part in **workshops** specifically focusing on a **specialism** that they are keen to explore in **further education**.
- Students 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**.
- Students often engage with the **wider community** on an annual basis by exhibiting in **'The Young Seaside Exhibition'** at **The Gallery** in Blackpool.

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

- **GCSE portfolios are marked holistically** and require students to evidence their **knowledge of artists, experiment** with materials and processes and observe and **record** skills and **outcomes** on a theme.
- Students 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 students 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.

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