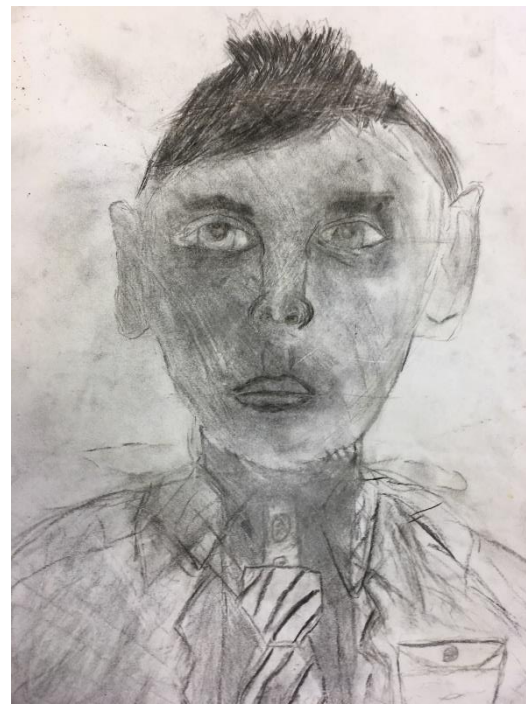


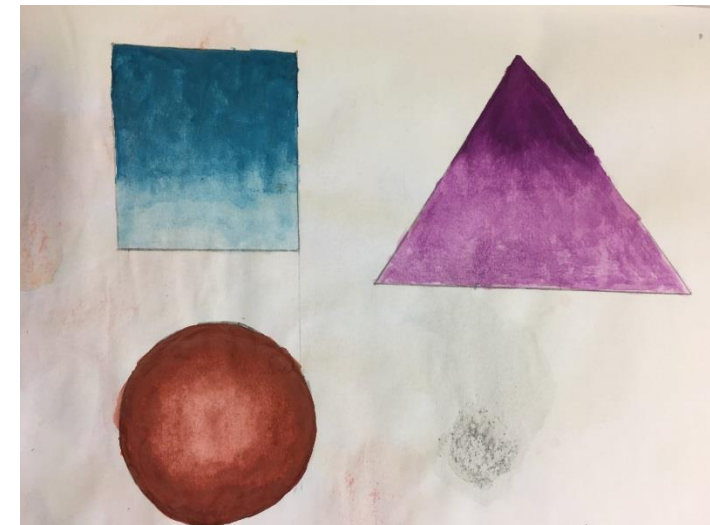
## KS3 - Curriculum Intent

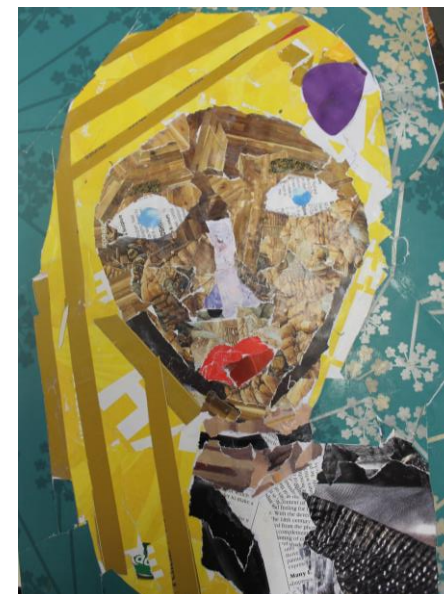
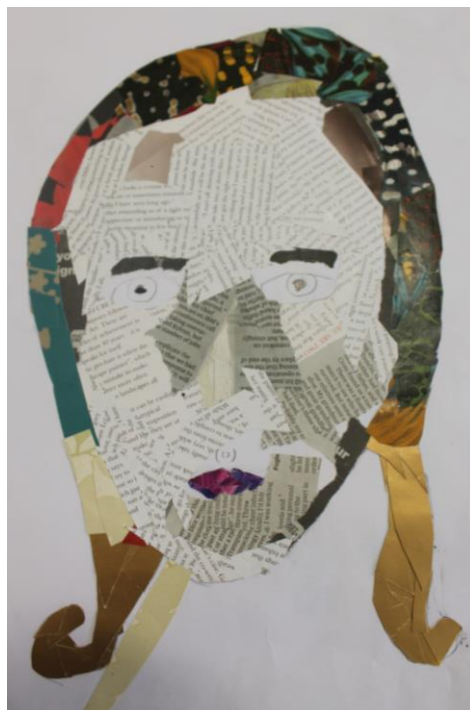
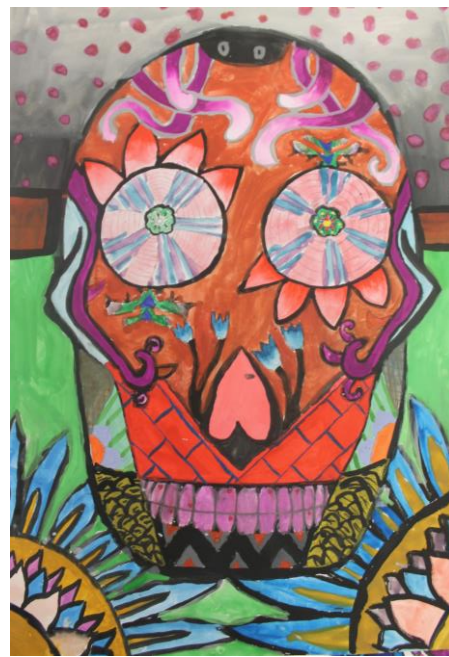
Students are given the opportunity to experience different approaches in Art and Design through practical application and a critical appreciative study of different artists and designers from the past and present in addition to different cultural traditions. Students are taught the basic and formal elements to equip them with a visual vocabulary and understanding, necessary to express ideas, feelings, and record observations and to design and make artefacts. Drawing and developing the individual strengths and abilities is central to all aspects of the Art and Design KS3 curriculum at the school.

Aims • To show how Art and Design plays an important role in our lives. • To develop individual skills, techniques, creativity, qualities and use of materials to promote confidence and interest. • To develop visual awareness and observational skills. • To develop confidence in visual language and the ability to critique themselves and others. • To promote knowledge, historical and cultural interest. • To develop self-motivation and independent learning. • To share common experiences of working together and social awareness. • To inform and educate all students that there are equal opportunities in Art and Design.

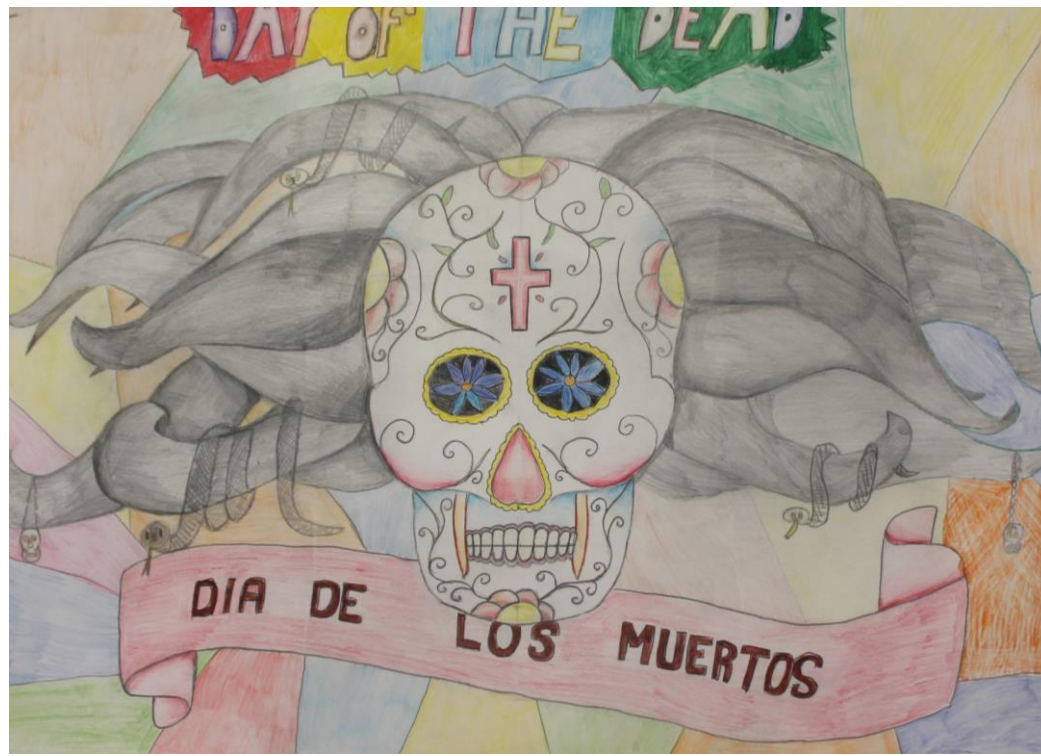


Year 7 opens students up to a wide range of media and approaches. Fundamental understanding of proportion, tone, texture, line and shape are taught. Students learn to work calmly and apply themselves in a focussed manner and make considerable progression throughout the year.





Year 8 builds up the students understanding of the formal elements. Students explore the work of different cultures in both 2D and 3D producing a range of quality outcomes such as these portraits and paintings.



Homework varies from completing unfinished class work to challenging opportunities to work in an independent and open ended way. These works are responses to our Day of the Dead Project, Mythical Creatures and Illumination. Students working in this open ended way allows them the freedom to explore their own ideas. This approach prepares them for the exciting challenges of KS4 Art.

KS4 – Curriculum: Students explore art & design through a range of two-dimensional and/or three-dimensional processes and media. They do this through practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work. Students develop and apply the knowledge, understanding and skills through a range of different areas of study such as drawing, painting, sculpture, photography, printmaking, mixed media, textiles, ceramics etc.

Aims • To show how Art and Design plays an important role in our lives. • To develop individual skills, techniques, creativity, qualities and use of materials to promote confidence and interest. • To develop visual awareness and observational skills. • To develop confidence in visual language and the ability to critique themselves and others. • To promote knowledge, historical and cultural interest. • To develop self-motivation and independent learning. • To share common experiences of working together and social awareness. • To inform and educate all students that there are equal opportunities in Art and Design.

Year 9:

The skills learnt across KS3 are built up as the students refine their skills and develop greater confidence in 2D and 3D approaches. They also are expected to take greater risk and challenge themselves to explore their own ideas.

Year 10:

The students build units of work that are deigned to meet the GCSE assessment criteria. They work on the major portfolio whilst strengthening skills in 2D and 3D, analysing and exploring the work of others and produce high end personalised outcomes.

Year 11: Students complete their major portfolio unit that culminates in a mock examination. This unit comprises 60% of their final mark. At the start of term 2 they will begin their examination. A task set by the examination board. This will count for the remaining 40%. At this point the students should have developed the skills to work independently and be aware of the assessment requirements and how to meet them skilfully and imaginatively.

## What you will study in Year 9. Adding depth to skills explored in KS3.

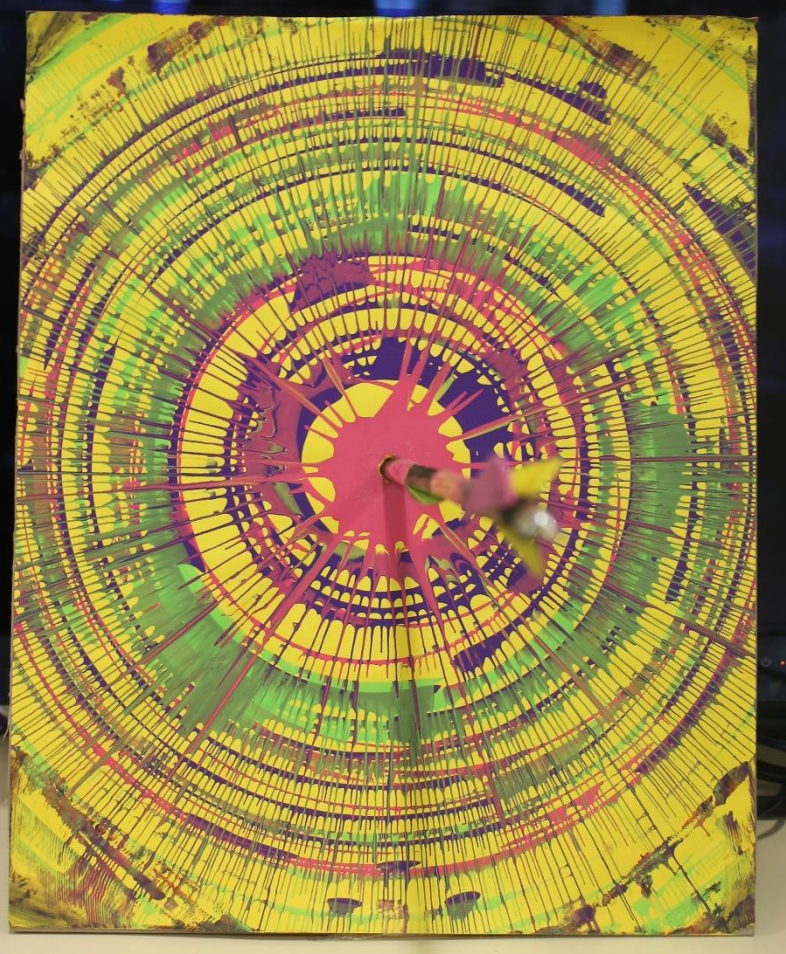
This is live work produced by the students this Year. During the first term the students looked at a number of Japanese Designers to give inspiration for their own “Box Head” creations. As with most units the students began with drawing and visually analysing the work of others. This is followed by design development and finally the production of their work as a 3D model. Incrementally the students analyse their progression and modify their work accordingly. This is carried out individually, with the teacher or in groups.



The skills of drawing, design, construction and decoration are explored to create fun and personalised outcomes. However at all stages an emphasis is placed on quality of outcome!



Again a project from the current Year 9. This project aims to deepen the students understanding of watercolour. This was explored through the work of Kandinsky. The students have produced these mature abstract studies based on the music of the composer Schonberg, a direct influence on the work of Kandinsky.

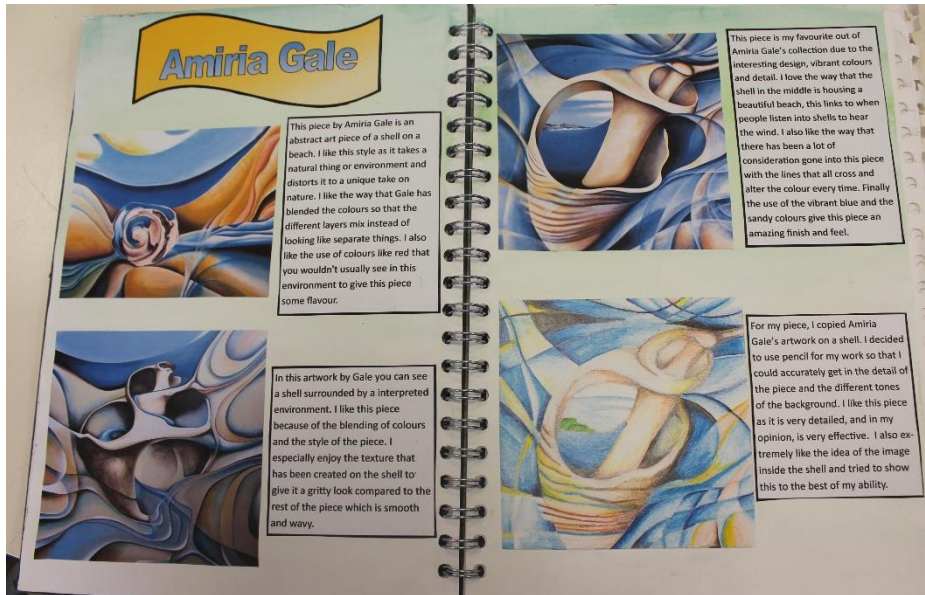


Homework varies from completing unfinished class work to challenging opportunities to work in an independent and open ended way. These works are responses to one of the following words: Velocity, Protection, Equilibrium and complexity.

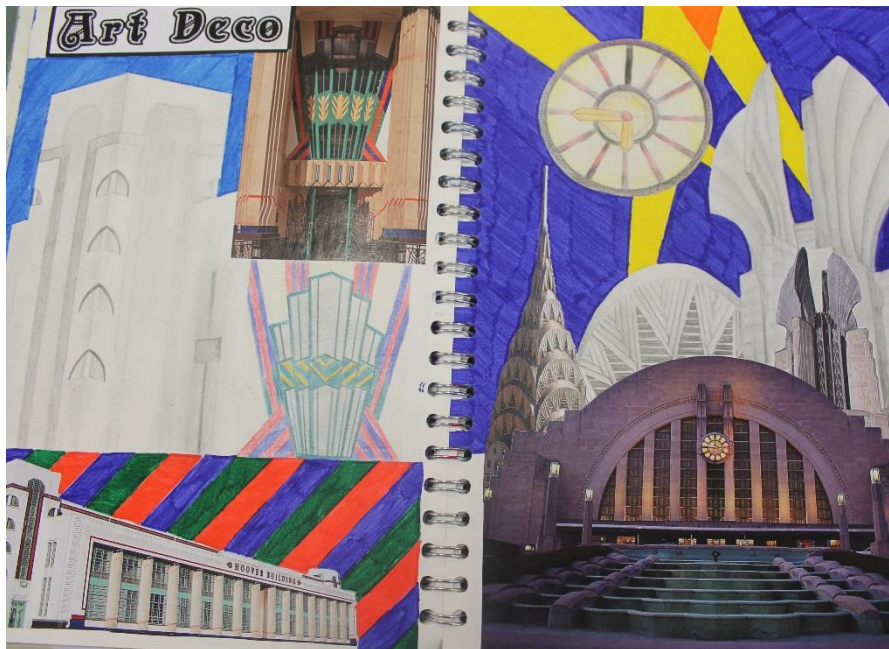
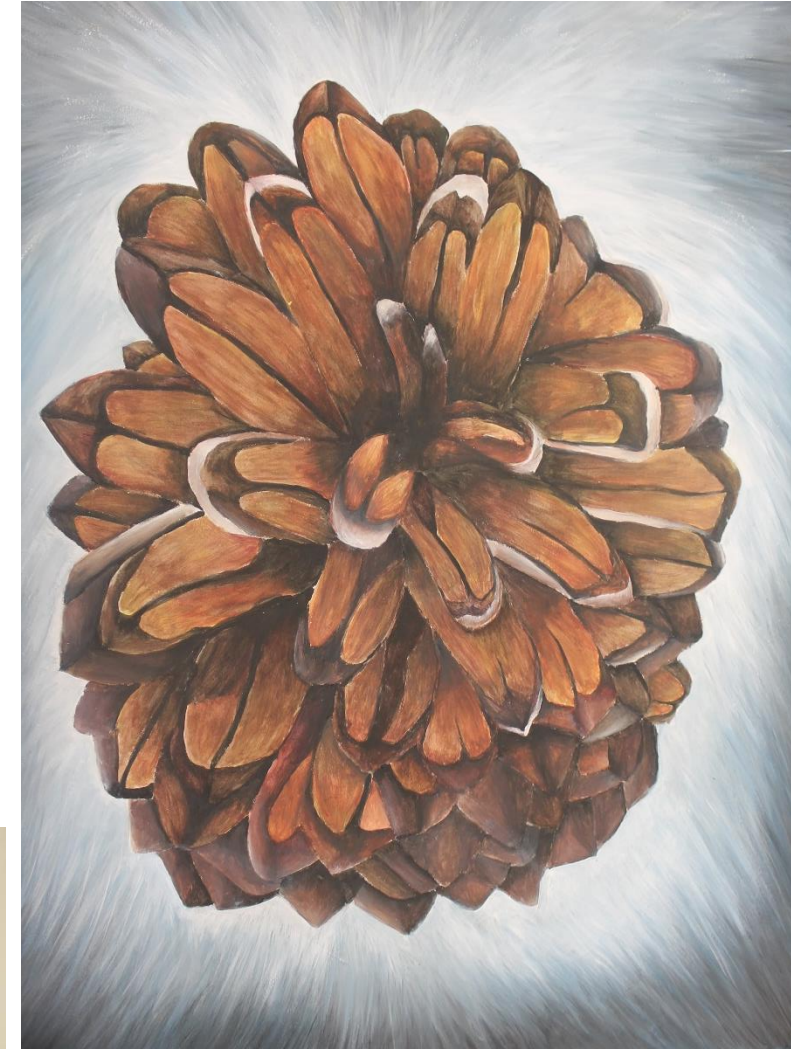


# What you will study in Year 10 and 11.

Building on skills explored in Year 9. Creating a successful Portfolio.



Within the portfolio students need to show an interest and understanding of the work of others. They need to then produce a range of investigations and experiments in a variety of media. They will also demonstrate their ability to personalise their work bringing their own style and ideas into a final outcome/s.



The students will produce two units of work and the strongest work will be selected for moderation.