



Curriculum Progression (Intent)

Long Term Intent Art

Our programme of study is planned sequentially from Key stage 4 through to Key stage 3. We have created a curriculum which is rich in skills and knowledge. Learners will be provided with an experience that will develop their practical and theoretical component knowledge, ensuring learners acquire the skills they will need to succeed. There is a focus on developing learners' cultural capital through engagement with galleries and extra-curricular opportunities including links with post 16 providers. Our curriculum will engage, inspire and challenge pupils, equipping them with the knowledge, skills and confidence to experiment, invent and create their own works of art, craft and design.

Through engaging with our programme of study learners will develop their understanding of how to:

- Think critically and develop a more rigorous understanding of art, craft and design.
- Select appropriate artists from different periods, movements and cultures making connections with the development of their ideas.
- Creatively express ideas and experiences using visual language, analysing their own work and the work of others, building their subject specific terminology.
- Experiment with a range of media, techniques, and processes demonstrating skill and refinement.
- Effectively record, present and develop ideas relevant to their starting point.
- Create a successful and skilful outcome which realises their initial intentions.

	Knowledge and Understanding	Skills
YEAR 11/10 ART	<p>Pupils will make progress if they know more and can recall more of the subject content. The aim of our Art and Design curriculum is to reflect the broad and inclusive nature of the subject. Through studying art we want learners to express and ability to experiment, take risks and express an understanding.</p>	<p>Our GCSE course offers the opportunity to develop learner's skills, knowledge and understanding using practical skills, whilst developing an understanding of the wide-ranging areas of art, craft and design</p> <p>Learners will create a portfolio where they develop, explore and record ideas. They will learn a range of</p>

	<p>The many composites of the National Curriculum require pupils to have a secure knowledge of the substantive subject content:</p> <p style="text-align: center;">CONTENT</p> <p>Students will complete four individual projects which will make up the coursework element of the course. The starting points include the themes of</p> <p>Fragments</p> <p>Food</p> <p>Insects</p>	<p>skills, whilst developing their knowledge and understanding. They will have the opportunity to create a personal response to their starting point using a range of chosen media materials and processes. This will include photography and digital techniques.</p> <p>Learners will actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>They develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>Learners become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>They will develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>Learners develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>Learners will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>They will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>Learners develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p>They will develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work</p> <p>Learners will demonstrate safe working practices in art, craft and design.</p> <p>The final 40% of their final Grade is an 'Externally Set Task' where learners select a starting point and produce a project with a timed assessment piece at the end.</p> <p>Learners are expected to demonstrate evidence of:</p>
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<p>YEAR 11/10 PHO</p>	<p style="text-align: center;">CONTENT</p> <p>Students will complete four individual projects which will make up the coursework element of the course. The starting points include the themes of</p> <p>F64 // IMOGEN CUNNINGHAM EDWARD WESTON</p> <p>MAURIZIO ANZERI</p> <p>ZERO 2 NINE// AMANDINE ALESSANDRA ALFREDO CAMISA</p> <p>HANDMADE TYPOGRAPHY // STUART WHITTON JENNY KYVIK HUTCHENS</p> <p>SURREALISM // MAN RAY LASLO MOHOLY NAGY</p> <p>ALDO TOLINO JEAN FAUCHER MICAELA LATTANZIO BRNO DEL ZOU MARTIN O'NEIL JUSTINE KHAMARA MATT SHLIAN STEFAAN DE CROOCK ALMA HASER KENSUKE KOIKE</p>	<p>Our GCSE course offers the opportunity to develop learner's skills, knowledge and understanding using practical skills, whilst developing an understanding of the wide-ranging areas of art, craft and design</p> <p>Learners will create a portfolio where they develop, explore and record ideas. They will learn a range of skills, whilst developing their knowledge and understanding. They will have the opportunity to create a personal response to their starting point using a range of chosen media materials and processes. This will include photography and digital techniques.</p> <p>The final 40% of their final Grade is an 'Externally Set Task' where learners select a starting point and produce a project with a timed assessment piece at the end.</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.</p> <p>Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>

	<p>ARCHITECTURE // LUCIEN HERVE HELENE BINET</p> <p>PAPER // JERRY REED ION ZUPCU</p>	
<p>YEAR 9</p>	<p>By the end of Year 9 learners are expected to know, apply and understand the matters, skills and processes specified in the nation Curriculum programme of study.</p> <p>Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.</p> <p>This year will see the introduction of Photography techniques and. A greater focus on the digital presentation of ideas and information.</p> <p style="text-align: center;">UTILITY PROJECT</p> <p>Learners will begin work in a sketchbook rather than in a folder so that they can consider the layout of their work and pages. They will explore the idea of form and function and will begin to look at objects and tools. They will create a number of observational studies using different materials. They will be introduced to the technique of Photograms and the functions of a darkroom. They will explore the work of the artists Marcus Amm, Laszlo Moholy Nagy and Jim Dine,</p> <p style="text-align: center;">LANDSCAPE PROJECT</p> <p>Exploring the work of a number of landscape artists including David Hockney and Henry Moore. Initially focussing on observational drawing, and mark making techniques they will develop the theme using several different materials.</p> <p style="text-align: center;">MANGA PROJECT</p> <p>Exploring the work of Hokusai learners will consider the impact he had on the development of the Manga style. They will begin by looking at the work of Osamu Tezuka and his character Astroboy. They will then</p>	<p>Through engagement in our curriculum learners will become independent learners who understand how to make progress and achieve their full potential. They will be confident learners who can self-manage and are willing to take risks when being introduced to new techniques and approaches.</p> <p>The curriculum allows learners to develop ideas through observational research. They will research their themes gathering primary and secondary imagery such as drawing including photographs.</p> <p style="text-align: right;">MAKING</p> <p>To develop a range of techniques using different materials and processes, refining their work as it progresses. Drawing using different materials including pencil, pencil crayon, ink, biro, watercolour paint, acrylic paint, digital and sculpture and relief methods such as collage.</p> <p>Use annotation and visual language to reflect on their own work and the work of others. Record the development of their ideas visually communicating their intentions.</p> <p>To develop knowledge and understanding of the purpose of materials and the suitability of each technique. The functional properties of the media and the possibilities of layering and combining materials.</p> <p style="text-align: right;">SELECTION</p> <p>To select and use tools, techniques, and processes effectively. To consider selection of appropriate materials for outcome.</p> <p>To take influence from the work of artists extending their knowledge of processes and ideas.</p> <p style="text-align: right;">EVALUATE</p> <p>Analyse and evaluate the work of past and present artists to develop their knowledge and understanding.</p> <p>To record and annotate the process of making and evaluate the success.</p> <p>To understand developments in the art world and to learn about a range of artists and art movements and their cultural capital including encouraging visits to gallery and exhibitions.</p>

	<p>explore the Pokemon characters and will create their own monster creating links with the style and approaches of the illustrators.</p> <p style="text-align: center;">NATURAL FORMS</p> <p>Learners will explore the work of the photographer Karl Blossfeldt. They will digitally record imagery and information in preparation for the photography course. They will learn how to incorporate visual language and demonstrate an understanding of analysis. They will learn how to edit and create a personal response. To support their research, they will produce a number drawings and studies using different materials and approaches.</p>	
<p>YEAR 8</p>	<p>Schemes of work will encourage learners to produce creative work, exploring their ideas and recording their experiences. Each project will ensure that learners will become proficient in drawing, painting, mixed media and other art, craft, and design techniques.</p> <p>Learners will evaluate and analyse creative works using subject specific vocabulary and high-level language building on their literacy skills.</p> <p>Learners will explore the work of a range of great artists, makers and designers including architects, and will understand the historical and cultural development and impact of their art forms.</p> <p style="text-align: center;">YUM PROJECT</p> <p>Exploring the work of a number of artists including Joel penkmann and Wayne Thiebaud. Initially focussing on observational drawing, size, scale use of guidelines, and a grid system. Exploring a number of artists including Vincent Van Gogh, and Henry Moore with a focus on mark making, tonal shading, blending and range, highlights and shadows.</p> <p style="text-align: center;">DAY OF THE DEAD PROJECT</p> <p>With a focus on Mexican culture and the festival 'The Day of the Dead' learners will create a range of designs showing an influence from the work of the printmaker Jose Posada and influential icon Frida Kahlo exploring her links with nature.</p>	<p>Learners will use a range of techniques to record their observations in sketchbooks, and other media as a basis for exploring their ideas.</p> <p>They will explore how to use a range of techniques and media, including painting. Learners will increase their proficiency in the handling of different materials.</p> <p>Learners will develop an ability to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work.</p> <p>Through units of work they will be introduced to the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>

	<p style="text-align: center;">STREET ART PROJECT</p> <p>Learners with explore the graffiti style of illustration looking at a range of artists including Banksy, Ben Eine, Keith Haring and Lady Pink.</p> <p style="text-align: center;">BRITISH GARDEN BIRDS PROJECT</p> <p>Learners with create an A3 study sheet which they will use to record imagery and information about chosen theme. They will explore the work of the artists L7M, Dean Crouser and Matt Sewell. They will explore a number of materials and will begin to develop their digital presentation skills.</p> <p style="text-align: center;">EXPRESSIONIST BIRD PROJECT</p> <p>Expressionist artist Franz Marc painted a number of abstract and brightly coloured animals. Learners will create their own animal using the shapes and styles found in the work of the expressionists.</p>	
<p style="text-align: center;">YEAR 7</p>	<p>A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p> <p>They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>The Year 7 scheme of work explores the following themes:</p> <p style="text-align: center;">SWEETS PROJECT</p> <p>Exploring the work of the painter Sarah Graham. Initially focussing on observational drawing, size, scale use of guidelines. Tonal shading, blending and range, highlights and shadows.</p> <p style="text-align: center;">FISH PROJECT</p> <p>Exploring the work of mixed media artist JC Scarpace. Creating links with the motifs found within the work of an artist. Introduction of colour mixing, colour theory and how to apply</p>	<p>Learners will produce creative work, exploring their ideas and recording their experiences. They will become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>They will learn how to evaluate and analyse creative works using the language of art, craft and design.</p> <p>They will be introduced to the work of great artists, craft makers and designers.</p>

colour with purpose. Focus on painting skills and mixing colour palette.

RUSSIAN DOLLS PROJECT

Learners will create a number of Russian Matryoshka Doll designs using a range of techniques and processes including digital. The project explores the development of a number of art movements during the 20th century. Learners will create a timeline within the figure of the Russian doll.

Cubism – Georges Braques Picasso
Modernist - Georgia O'Keefe
Pop Art – Roy Lichtenstein Andy Warhol
Eduardo Paolozzi

ARCHITECTURE PROJECT

Learners will explore the theme of architecture and the development of styles through the 20th century. They will begin by looking at the work of Friedrich Hundertwasser and Antoni Gaudi and will explore both artists links with nature and the environment. They will explore a number of creative architects including Santiago Calatrava.

3D CRAFT ARTISTS

Through small projects throughout the year learners will explore the work of several 3D artists who use paper to create sculptures, collage and mixed media pieces of work.

Michel Keck
Peter Clark
Elisabeth Lecourt
Jennifer Collier