

Art and Design

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers.

We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions.

We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

Year 12	Year 13
<p>Core knowledge: Following on from KS4, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light. Development of research skills by responding to a design brief, extending annotation skills to talk about both the work of the artist and their own work. Workshop skills are contextualised to broaden the knowledge around each skill and artist, learning how to personally develop ideas in response to a chosen brief. Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources. Students continue to learn how to personally respond to a brief, thought explain their though process and decision making throughout.</p> <p>Procedural knowledge (how to.): Workshop skills and refinement: large scale drawing, acrylic painting, felting, machine embroidery, silk painting, 3D modelling, ceramics, etching, weaving, photography among others. Research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding. How to annotate the work of both artists and students, purposefully and critically using subject specific language. How to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople. Responding personally and meaningfully to a response, develop and refining ideas to realise intentions.</p>	<p>Core knowledge: Continuing from Year 12, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light. Development of research skills by responding to a design brief, extending annotation skills to talk about both the work of the artist and their own work. Workshop skills are contextualised to broaden the knowledge around each skill and artist, learning how to personally develop ideas in response to a chosen brief. Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources. Students continue to learn how to personally respond to a brief, thought explain their though process and decision making throughout.</p> <p>Procedural knowledge (how to.): Workshops skill specific to student needs, including installation work, architectural drawing, textile and fashion skills etc. Research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding. How to annotate the work of both artists and students, purposefully and critically using subject specific language. How to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople. Responding personally and meaningfully to a response, develop and refining ideas to realise intentions. Extended critical writing, how to analyse and respond to artwork, informing the personal investigation coursework. Time management and organisation skill s to support the external exam process.</p>

Assessment:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Homework:

Homework in Art will be set as an extension of classwork, continuing work on the current project, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours per week on Art homework.

The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work.

Homework should be completed to a high standard, mirroring the standard of work in lessons.

Links to careers and personal development include:

Character.

Confidence, Resilience and Knowledge.

Cultural development.

Social development.

Prepare for future successes.

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AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

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AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Homework:

Homework in Art will be set as a continuation of lesson work, continuing work on coursework and essay work, it will be explained in lesson and set on Satchel:One. Students are expected to spend 3 hours per week on Art homework and use directed study time to work in the Art department.

The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project.

The content will either focus on research, development, recording, personally responding or annotating work.

Homework should be completed to a high standard, mirroring the standard of work in lessons.

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