

# Art and Design: Art, Craft and Design

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
	<p><b>Topics:</b></p> <p>Following on from KS3, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light.</p> <p>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.</p> <p>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.</p> <p>Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources.</p> <p>Students continue to learn how to personally respond to a brief, explain their thought processes and decision-making throughout.</p>	<p><b>Students will:</b></p> <p>Develop workshop skills and refine: drawing, acrylic painting, felting, machine embroidery, silk painting, 3D modelling, ceramics, etching, among others.</p> <p>Develop 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.</p> <p>How to annotate the work of both artists and students, purposefully and critically using subject-specific language.</p> <p>Know how to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople.</p> <p>Respond personally and meaningfully to a response, develop and refining ideas to realise intentions.</p>

## **Homework:**

Homework in Art will be set once a week and should take approximately 40 minutes. It will be explained in lesson and set on Satchel:One. 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, often continuing from the work set in lessons that week. Homework should be completed to a high standard, mirroring the standard of work in lessons.

## **Assessment:**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Links to Personal Development:**

Character.

Confidence, Resilience and Knowledge.

Cultural development.

Social development.

Prepare for future successes.

**How is my knowledge developed further at Key Stage Five?**

Following the same assessment objectives, students continue to develop research, development, recording and personal response skills. Completing a personal investigation project and supporting essay and a final exam, responding to a set brief from the exam board.