



Art and Design

Curriculum Intent

We aim to encourage open minded, creative, critical reflective thinkers who have the courage and confidence to be independent as they reflect the world in a visual form.

We aim to provide a vibrant and dynamic curriculum that will give students the freedom to explore their creativity, inspire design ideas, whilst equipping them with the skills to continue the subject with confidence at A-Level and beyond.

Co-curricular opportunities foster a love for the subject and offer opportunities to develop imagination and leadership skills and encourage students to take on roles of responsibility.

Careers are linked to SOW and are relevant in line with the Gatsby Benchmarks.

Key Stage 3

The art curriculum aims for students to learn about the work of a range of artists, designers and craftspeople and work within a range of contexts and disciplines. Students will explore and investigate contemporary and historical art as well as study a variety of cultural traditions from around the world. This ensures that students have a deeper understanding of artistic techniques and styles.

Students will develop appropriate research skills through guidance towards self-directed research tasks. Students will learn how to constructively value and judge their own work and the work of others. Students will use visual language and literacy skills to express themselves effectively and communicate ideas, which will enable them to produce creative outcomes.

Students will be encouraged to problem solve through manipulating materials, processes, responding, experimenting and adapting their thinking to arrive at creative outcomes. Co-curricular opportunities are important at Key Stage 3 and take the form of lunch time clubs, House Art, regular competitions and Creative Arts Activity Day.

Key Stage 4

Students continue to build on prior learning at Key Stage 3 having already developed foundation skills relating to the assessment criteria. Students will take an independent approach to their GCSE project and devise a topic to investigate that is usually personal to them.

Their ability to record, explore, experiment, analyse and make art is developed further through more risk and rigour. They apply a creative approach to problem solving and they are able to consider and develop original ideas from initiation to realisation. Students take ownership of their learning and can communicate this with Art staff through tutorials to make informed decisions and next steps for their work. They can express individual thoughts and choices confidently, they can take risks, experiment and learn from mistakes.

Students are encouraged to work outside their sketchbooks on large scales and to explore a range of ideas before producing realisations. The development process at GCSE is fundamental to the success of a project.

Co-curricular opportunities are vital at Key Stage 4 and the Art rooms are regularly used to further enhance their creative practice, House Art, regular competitions and trips to art galleries develop creative thinking.

Key Stage 5

Students are now at the stage to fully implement their learning which has been developing throughout their Art education.

In Year 12 students have the opportunity to explore, expand and consolidate their technical skills and grasp of the assessment objectives by using the whole of the first year as an exploratory and investigative year, learning and honing skills, and gradually developing a sense of their own strengths in the subject.

Year 13 students are able to use the time to fully consolidate their expertise and hone in on selected skills and disciplines, taking risks and developing their work on their area of focus for the Contextual Study and producing work relating to that theme.

The A Level course enables students to work both independently and collaboratively, important skills that will transfer into society in any role. Engagement with the arts helps our students develop a sense of their own identity and value. The course facilitates degrees in the creative industries as well as preparing students for a future in whatever career they choose. Employers value people who can think creatively and innovatively alongside qualifications. Studying art facilitates these things as well as time management which is a fundamental skill set valued by employees. Studying the arts teaches determination and resilience - qualities useful to any career.

Visual art education opens possibilities and opportunities for our students to discover themselves, their creativity, values, ethics, societies and cultures. Sixth Form students are given the opportunity to continue to develop their creative practice through study periods and be involved in House Art and take on an Art Ambassador role. Visiting artists, life drawing opportunities as well as trips to London and the summer residential to Amsterdam/ Paris enable students to develop the abilities to think critically and imaginatively; it fosters intercultural understanding, and an empathic approach to cultural diversity through their learning.

Curriculum Implementation

Key Stage 3

Year 7	Year 8	Year 9
<p>Students will explore two to three different topics:</p> <p>Introduction to Art and Design: In the first half term Students will learn about what art is and develop different skills relating to the formal elements before completing a test to conclude the induction period.</p> <p>Collections & Still Life: Students will develop their recording studies exploring a range of drawing skills and media. The emphasis in this project is to learn how to draw and the different ways to do so. Students begin to develop their critical understanding of artists and are encouraged to read and develop their language through visual and written communication. They look at a range of artists to inform ideas before developing a more refined piece showing the best of their recording, media and artist understanding.</p> <p>Natural World: Students will further develop their recording skills through design looking at the natural world for inspiration. They will primarily record ideas looking at fish before experimenting with clay. They will look at Grayson Perry for inspiration developing their ideas in creating a clay vessel piece of art.</p>	<p>Students will create work in three different projects:</p> <p>The Eye: Students will develop their recording skills using a variety of different styles of drawing related to the eye. They will use grid drawing techniques to help look at proportion and scale as well as free drawing. They will learn about new processes and techniques using a variety of different art disciplines to develop their skills and build on existing knowledge from Year 7. They will look at fauvism, expressionism, realism and photorealism as they develop their work, comparing styles and methods in their own practical and written investigations.</p> <p>Our Town: Students will begin to use more complex uses of the formal elements. They will advance their drawing using different forms and record with a variety of media exploring processes and techniques ranging from drawing, collage, digital art and sculpture. They will deepen their understanding of artists and designers' work from various time periods and styles. They will extend their written and visual communication looking to develop annotations and evaluate their ideas. Students will develop their understanding of design and make links with careers.</p>	<p>Students will create work inspired by two different projects:</p> <p>Students will continue a broad curriculum in Art and Design. Projects will provide a more in-depth, thorough and comprehensive understanding of skills and knowledge developed throughout the key stages. Students will consolidate their creative practice and make an appropriate, relevant and informed decision in preparation for opting for GCSE.</p> <p>Diversity: In the first half term students will learn about Diversity and what this means to them and what it means as an artist. Students will develop individual outcomes and work as a team creating a collaborative piece. Students will use a wide range of diverse artists looking specifically at Identity and use this to inform their own ideas. They will explore drawing, collage, pattern, photography and digital art.</p> <p>Mad Hatter's Tea Party: Students will use this as a starting point to develop their art. Throughout the rotations they will build on and develop skills in Drawing and Painting, Mix media, Textiles art and Clay. In each of the 3 rotations students will use the stimulus of food and objects to develop these disciplines, allowing time for students to review their progress and develop artwork. They will challenge and stretch their recording skills looking at different ways to draw, create and invent. They will build on colour theory questioning colour choices and see how colour works to show tonal variations. They will refine their use of tone and mark making techniques to show textures to give realism. They will develop their written and visual analysis, broadening their investigations and understanding of artists' ideas, processes and techniques and read around the subject matter.</p> <p>Students will create individual outcomes that will form a collective Mad Hatters Tea Party installation towards the summer term.</p>

Key Stage 4: GCSE (Edexcel)

Year 10	Year 11
<p>At GCSE, Students produce controlled assessment projects which form 60% of their final grade and complete an externally set assignment forming 40% of the GCSE. Throughout this course Students will record observations, develop ideas, experiment and refine techniques and designs, producing carefully developed outcomes.</p> <p>In Year 10, the first term allows for students to use a wide range of techniques that can be referenced during the independent project. Students produce theme based projects as part of one of their controlled assessment units. Starting points have been 'Growth & Decay', 'Flora & Fauna', 'Distort & Alter'. They develop drawing skills, experiment with media and techniques, analyse and respond to the work of artists and craftspeople before developing their own ideas leading to an outcome in their own choice of media. This can range from 2d to 3d. Students begin to master their skill set and develop a deeper understanding of art, craft and design.</p>	<p>Students select their own independent line of enquiry following the GCSE assessment objectives, develop, refine, record and present. This is usually inspired by a theme derived from the previous year's external exam theme such as 'Event'. They will develop their art making independent choices, questioning materials, processes and techniques. They will need to show imaginative risk taking and thorough development of their work showing skill and refinement. Students will conclude their line of enquiry through the development of an original and meaningful outcome response.</p> <p>An exam paper will be released with directed themes in which students respond in a similar structure in preparation for their 10 hour final exam.</p>

Key Stage 5: A Level Art and Design (Eduqas) AS Photography (Eduqas)

Year 12 Photography	Years 12 and 13 Art and Design
<p>Students taking AS Photography will choose from a selection of starting points based on a theme. They will learn the principles of a camera and learn how to develop film as well as use digital media. Students will develop their work with tailor led lessons before commencing a more individual approach. This becomes a more independent project, exploring processes, techniques and artworks relevant to their chosen topic. All work will follow the assessment objectives.</p> <p>An Externally Set Assignment will form the last 50% of the marks this year, on a theme set by the exam board.</p>	<p>A Level art bridges the gap between GCSE. Students' conceptual understanding of art is pushed further and they have the opportunity to explore media and its possibilities.</p> <p>Students taking A Level Art and Design will choose from a selection of starting points from one specific theme.</p> <p>They will learn how to address the assessment objectives with a foundation style approach to learning. This will enable all students to explore, experiment and develop their understanding of materials and processes before branching off and becoming more independent, taking risks and developing skilful and imaginative work.</p> <p>Students will develop a more personal project in the second year of the A Level centred around a self directed starting point. This will be an independent line of enquiry following the A Level assessment objectives, develop, refine, record and present.</p> <p>An Externally Set Assignment will form the culmination of the A Level with 40% of the marks awarded, on a theme set by the exam board.</p>

Impact

To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through assessment stickers which can be teacher, self and peer led and teaching is adapted accordingly. Students at KS3 will be assessed on the National Curriculum and at GCSE and GCE exam board assessment objectives A01 - 4 and 9-1. A* - U marking scheme. Assessment data is used to judge the success of the curriculum and progress towards mastery. Teaching time is allocated to the re-teaching of specific knowledge and skills and refining work, any written or verbal feedback focuses on any key areas needed for improvement. The impact of the curriculum upon students becoming artists, designers or craftsmen who can make critical and analytical judgements is assessed through students' engagement in unit activities, the amount of time spent on independent learning outside of the classroom and whether students go to any galleries or museums, read publications or if students are interested in studying art, design or applied arts at A Level and university. The impact of the curriculum builds on skills throughout the key stages and prepares students for industry led jobs.

Key Stage 3

Assessment: Students at KS3 are assessed regularly throughout their projects. Our department's marking stickers enable our students to show what they have learnt and how they will make progress as well as areas to target for the next lesson. Students are given the opportunity to revisit work when appropriate and use additional time to address targets. Students can use lesson time to self and peer assess, this may be written or done as a whole class gallery discussion. Students are assessed in line with the schools marking policy 9-1 grading. Assessment is about recognising that we all make mistakes, identifying them and learning from the process. This approach develops resilience, as well as improves knowledge and the skills needed for Key Stage 4.

Cultural Capital: The curriculum provides opportunities for students to broaden their school experiences through a range of enrichment opportunities. At Key Stage 3 students get the opportunity to speak with visiting artists, develop their cultural awareness and sense of belief through specific projects, for examples looking at diversity in art, looking at British Values celebrating different faiths and beliefs (Eid decorations) and encourage respect for other people (war memorial art) Students are given career talks and these are embed into projects at key points.

Community Links: Students at Key Stage 3 are encouraged to develop their creativity, independence, judgement and self-reflection through their art. Classroom displays reflect a sense of pride in their artwork and this is also demonstrated by creative outcome across the wider curriculum. Students' art is celebrated through the art blog, newsletters, twitter account, website and around the school. Students are able to use the art rooms at lunch to further explore their art or learn new skills unrelated to their classroom art in a club run by Art Ambassadors. All students have the opportunity to enter House Art and external competitions.

Knowledge & Skills: The knowledge embedded into students at Key Stage 3 is to learn to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will learn to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials. They will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. The knowledge embed into the curriculum prepares students for Key Stage 4.

The art curriculum has been designed to engage with and stretch our students. To be able to allow for critical thinking, evaluate learning through discussion building on confidence and resilience.

Key Stage 4

Assessment: Students at GCSE are assessed regularly throughout their projects. Sketchbooks are checked and targets given, students have one to one tutorials to enable them to confidently communicate their ideas. Students build on their learning from lesson to lesson addressing targets and making progress. Students are assessed in line with the GCSE specification and the schools marking policy 9-1 grading. Students build on resilience by self and peer assessment, students recognise the marking scheme and exemplar materials provided and become more confident in assessing their own work. They begin to appreciate assessment as a useful tool to review their work and identify gaps in their learning.

Cultural Capital: The curriculum provides a vast amount of opportunities for students to broaden their school experiences through a range of enrichment opportunities. Students get the opportunity to see live art work, make reactions about it and be able to question it. Residential trips allow for a broader learning experience and give our students the opportunities to discover themselves, their creativity, values, ethics, societies and cultures and so students not only develop their creative learning but develop skills that are transferable to other areas of the school. Students are able to explore the visual world we live in, to communicate this through creating and making, to experiment with different media, processes and techniques, to develop a cultural appreciation through visual and analytical language to promote British values.

Community Links: Students continue to develop their creativity, independence, judgment and self-reflection through their art. Student work is celebrated with a final summer exhibition showcasing their achievements. Students are given opportunities to work as a team entering House Art competitions.

Knowledge & Skills: Throughout the GCSE students will know and understand: how sources inspire the development of ideas, drawing on: the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues, and other relevant sources researched by the student in their chosen area.

They will know about the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone and texture. They will know the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area. They will know the different purposes, intentions and functions of art, craft and design in a variety of contexts appropriate to their work.

Engagement with the arts helps our students develop a sense of their own identity and value. This in turn develops personal responsibility within our school and wider community. The knowledge embedded into the curriculum prepares students for Key Stage 5.

Key Stage 5

Assessment: Students at GCE are assessed in a similar way to GCSE with regular discussions about progress and targets. Students one to one tutorials enable them to make informed choices about their learning. Interim creative assessment days facilitate the learning journey allowing time for students to fully engage with their set themes producing quality responses.

Cultural Capital: Students are immersed with opportunities to broaden their understanding of the visual world and know how to create and make art. This learning can lead onto many careers in the creative industries. Students have the opportunity to become Art Ambassadors, run clubs for lower school, enter prestigious competitions like The Royal Academy Summer Show and have visiting speakers and artists, i.e Adebajji Alade.

Community Links: Students work with local and National organisations such as National Trust / Waddesdon House to create installation pieces. Students have the opportunity to become House Art Captains organising and promoting the arts in the wider community. Student art is showcased in the summer exhibition.

Knowledge & Skills: Students at A Level will develop their knowledge of intellectual, imaginative, creative and intuitive capabilities. They will have investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement. They will show independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes. They will show an interest in, enthusiasm for, and enjoyment of art, craft and design. They will have knowledge of working with a broad range of media. They will have knowledge of an understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate. They will have knowledge and experience of real world contexts and, where appropriate, links to the creative industries. They will have knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures. They will have an awareness of different roles, functions, audiences and consumers of art, craft and design. The knowledge embedded into the curriculum prepares students for opportunities for all learners to go into higher education. Studying arts subjects increases social mobility and provides and contributes to the creative industries.