



Art & Design Department – Curriculum Intent

KS3 Curriculum Intent - Art			
Head of Department: Miss Jones			
	Year 7	Year 8	Year 9
Autumn Term	<p><u>Observational Drawing</u> The focus in year 7 is to develop the students' confidence in Art and Design, to develop observational skills and to teach a range of techniques/media as a basis for students to build upon throughout years 8 and 9. Students explore the basics of observation through the genre of Still life.</p> <p><u>Skills explored:</u></p> <ul style="list-style-type: none"> ✓ Observational techniques/ ways of looking ✓ Use of Line and tone in pencil drawing ✓ Looking at shape and trying to create 3-D effects of form ✓ Understanding of composition ✓ Considering viewpoint ✓ Creation of the illusion of texture using tonal techniques ✓ Introduction to weights of line. <p>Careers Links: Art teacher, Architectural Draftsperson, Illustrator, Graphic designer, Type Designer, Medical illustrator, Tattoo Artist, Art conservationist, Coutroom artist, Book Illustrator, Commercial artist, Comic book artist</p> <p><u>Process led Design project</u> This short project introduces students to illustration and graphic design processes. Students learn how to create an abstract collage which is edited using photoshop to produce a packaging design</p> <p><u>Skills explored:</u></p> <ul style="list-style-type: none"> ✓ Mark making using a variety of tools ✓ Creating an abstract collage ✓ Understanding of composition ✓ Photoshop editing skills ✓ Photoshop "mock-up" for packaging design <p>Careers Links: Graphic Designer, Illustrator, Sculptor, Interior designer, Digital artist, Packaging designer, Marketing & advertising creative, studio assistant, Branding/visual identity designer</p>	<p><u>Journey</u> In year 8 students build on their knowledge from the previous year to complete mixed media work related to the theme "Journey". They will learn about "Urban sketching" to produce a fold out sketchbook recording a journey taken around school, focusing on buildings and doorways. This project also helps students understand how a GCSE Art project is developed, producing a mind map and artist research pages to explore the theme in further detail. Students learn a variety of drawing techniques to record from observation, as well as collage and watercolour painting to add texture and detail to their work.</p> <p><u>Skills explored:</u></p> <ul style="list-style-type: none"> ✓ Observational drawing techniques such as continuous line ✓ Use of line and mark making ✓ Considering viewpoint and perspective ✓ Mixed media processes such as collage and watercolour painting ✓ Adding areas of detail using fine liner <p>Careers Links: Art teacher, Architectural Draftsperson, Illustrator, Graphic designer, Urban Sketching artist, landscape artist, photographer, illustrator, Art conservationist, concept artist, set designer, Book Illustrator, Fine artist, Comic book artist</p>	<p><u>Portraiture/Expressive Portraiture</u> In Year 9 it is important for pupils to build up a more sustained approach to project work in Art & Design, so that a set of work is produced rather than a single stand-alone piece. This takes into consideration a steady acquisition of skills over Year 7 and 8, which can now be used with more independence and confidence. This will prepare pupils for the GCSE coursework units should they decide to take Art & Design/Textiles as an option in Year 10. Students will be creating a variety of portraits inspired by different art styles and art movements</p> <p><u>Skills explored:</u></p> <ul style="list-style-type: none"> ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To be introduced to the work of contemporary portrait artists. ✓ To learn key skills such as collage and drawing ✓ To develop and enhance composition, design and analysis skills <p>Careers Links: Police Artist, Cultural heritage officer, Painter, Sculptor, Printmaker, Photographer, Web designer, Makeup artist, Art critic, Advertising account executive, Occupational therapist</p>



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Spring Term	<p><u>Colour Theory</u> This project is intended as a general introduction to colour, including the basics of colour theory. It is also aimed at improving students’ ability to mix colours accurately and cleanly, to change colour subtly and to see the difference between transparent and opaque treatments, ‘wet on dry’ and ‘wet into wet’. Knowledge of equipment and good working habits will be established.</p> <p><u>Skills Explored:</u></p> <ul style="list-style-type: none"> ✓ Colour mixing ✓ Exploring the work of artists from different cultural backgrounds ✓ Exploring the concepts of colour theory including the colour wheel values and schemes. ✓ Exploring tonal value with watercolour paint ✓ Exploring painting skills and techniques. <p>Careers Links: Graphic designer, Art director, Layout Artist, Illustrator, Lithographer, Muralist, Animator, Concept artist, Digital illustrator, iPhone/android App designer, Film producer Special effects designer</p>	<p><u>Journey Continued: Architecture</u> Students learn about 3 different architectural styles throughout history, linked to well-known buildings in Manchester. They will use their own photography skills, learn how to create a monoprint and embellish their work with hand embroidery techniques.</p> <p><u>Skills Explored</u></p> <ul style="list-style-type: none"> ✓ Photography ✓ Exploring a variety of architectural style ✓ Designing a final piece of work ✓ Monoprinting ✓ Adding detail using hand embroidery <p>Careers Links: Architect, Architectural historian, Mixed media practitioner, surface pattern designer, interior designer, Textile artist, embroidery designer, printmaker, Architectural photographer</p>	<p><u>Jewels and Gemstones</u> For this scheme of work students will learn techniques using watercolour paint and oil pastels to produce a wide variety of shades, tints and tones. These techniques are important for students who choose to study Art, Craft and Design or Textile design at GCSE level. Students will learn about the artist Kurt Pio and create their own large-scale painting of a Jewel.</p> <p><u>Skills explored</u></p> <ul style="list-style-type: none"> ✓ Watercolour painting ✓ Oil pastel blending ✓ Exploring and analysing the work of artists ✓ Exploring shades, tints and tone with paint ✓ To develop and enhance key skills in recording and observation. <p>Career links Fine artist, Jewellery designer, Fashion designer, textile designer, illustrator, Art conservator/restorer, creative careers linked to luxury & branding</p>
Summer Term	<p><u>Pattern</u> Students learn about a variety of traditional and contemporary artists who use “pattern” in their art practice. This will inspire students to create their own pattern-based abstract artwork. Once finished, this work will be printed on fabric and students will learn hand embroidery techniques to add detail to finish.</p> <p><u>Skills explored</u></p> <ul style="list-style-type: none"> ✓ Exploring and analysing the work of traditional and contemporary pattern artists ✓ Control with fine liner pen/biro to create abstract patterns ✓ Independent homework task to create a concertina pattern sketchbook ✓ Coloured pencil blending techniques ✓ Hand embroidery 	<p><u>Nature</u> Using “Nature” as a starting point, students learn about traditional and contemporary artists who are inspired by the flora and fauna around them. They use their imagination to produce their own hybrid insect using collage, which makes the basis for a watercolour painting and a 3D sculpture made from wire</p> <p><u>Skills explored</u></p> <ul style="list-style-type: none"> ✓ Exploring and analysing the work of traditional and contemporary artists ✓ Collage/photomontage ✓ Designing a final piece of work ✓ Proficiency and detail with paint ✓ 3D design using wire 	<p><u>Street Art</u> Students learn about the art movement “Street Art” and it’s influence on pop culture across the world and throughout Art history. They will design their own work based on a range of different artists, creating their own “characters”. They will then collaborate as a team to produce a large scale 3D cardboard sculpture based on their original designs.</p> <p><u>Skills explored</u></p> <ul style="list-style-type: none"> ✓ Exploring and analysing Artist’s work ✓ Designing own work based on Artist’s work ✓ Cardboard construction techniques ✓ Paint to add detail and emphasise 3D elements of the final piece ✓ Work collaboratively: This includes developing the sensitivity and skills needed to negotiate, evaluate and share in the collaborative process of creating



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Spring Term	<p>Patterns in Nature continued until March/April</p> <p><u>Component 1:</u> <u>Portfolio - Project 2: Independent project</u> <u>MARCH – SEP YEAR 11</u></p>	<p>Preparatory period – from 2 January</p> <ul style="list-style-type: none"> ✓ Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January. ✓ Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work. ✓ Students may discuss their starting points with the teacher. ✓ Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations. ✓ Students must stop work on their preparatory studies as soon as the first period of supervised time starts. <p>There is no restriction on the scale of work, media or material used.</p> <p>Supervised time – 10 hours</p> <ul style="list-style-type: none"> ✓ Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision. ✓ The first two hours of supervised time must be consecutive. ✓ Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion. ✓ Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions. ✓ Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed. ✓ Work produced in the supervised time must be clearly identified as such. ✓ Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such. ✓ Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component. <p>All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.</p>
Summer Term	<p>Students will choose from a list of themes to produce their own project. During this project students will learn to become more independent in their working. They will be asked to use primary sourced images to build the foundation of their projects. Students will respond to at least three different artists and create a body of work developing from their own images and ideas.</p> <p><u>Skills Cover:</u></p> <ul style="list-style-type: none"> ✓ Finding inspiration. ✓ Responding to stimuli. ✓ Analytical drawing. ✓ Developing ideas. ✓ Creating a design brief. ✓ Experimenting with materials and techniques. ✓ Recording and observing. ✓ Annotating your work. <p><u>Careers Links:</u> Airbrush artist, Architectural illustrator, Graphic illustrator, Technical/textbook illustrator, Story bard illustrator, Cartoonist/caricaturist, Commercial artist, Mural artist, Picture framer, Fine artist, Printmaker, Screen printer, Courtroom artist, Art conservationist, Special Effects makeup, Art school director, Art teacher, Arts administrator, Website owner/designer, Fashion consultant, Pattern maker, Textile designer, Interior designer, Dressmaker, Food stylist, Gallery owner, Museum curator, Personal stylist, Exhibition planner.</p>	



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Patterns in Nature continued until March/April

Component 1:

Portfolio - Project 2: Independent project

MARCH – SEP YEAR 11

Students will choose from a list of themes to produce their own project. During this project students will learn to become more independent in their working. They will be asked to use primary sourced images to build the foundation of their projects. Students will respond to at least three different artists and create a body of work developing from their own images and ideas.

Skills explored:

- ✓ Work with increasing independence and develop the skills to be critical and reflective thinkers
- ✓ Take creative risks and learn from their mistakes while working on the tasks
- ✓ Build on and develop skills in a range of textile techniques
- ✓ Develop knowledge and an understanding of various past and present textile designers/artists/craftspeople
- ✓ Develop self-confidence, resilience, perseverance, self-discipline and commitment

Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way.

A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

Preparatory period – from 2 January

- ✓ Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January.
- ✓ Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work.
- ✓ Students may discuss their starting points with the teacher.
- ✓ Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations.
- ✓ Students must stop work on their preparatory studies as soon as the first period of supervised time starts.

There is no restriction on the scale of work, media or material used.

Supervised time – 10 hours

- ✓ Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.
- ✓ The first two hours of supervised time must be consecutive.
- ✓ Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion.
- ✓ Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions.
- ✓ Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed.
- ✓ Work produced in the supervised time must be clearly identified as such.
- ✓ Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such.
- ✓ Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.

All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.



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Careers Links:

Airbrush artist, Architectural illustrator, Graphic illustrator, Technical/textbook illustrator, Fashion designer, Buyer, Commercial artist, Mural artist, Picture framer, Fine artist, Printmaker, Screen printer, Courtroom artist, Art conservationist, Special Effects makeup, Art school director, Art teacher, Arts administrator, Website owner/designer, Fashion consultant, Pattern maker, Textile designer, Interior designer, Dressmaker, Food stylist, Gallery owner, Museum curator, Personal stylist, Exhibition planner.



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KS5 Curriculum Intent – Art, Craft and Design				
Subject: A Level Art, Craft & Design Exam Board: AQA				
	Year 12		Year 13	
	Teacher A	Teacher B	Teacher A	Teacher B
Autumn Term	<p><u>Foundation Studies:</u> Drawing is a fundamental skill in art and design, and in the autumn term drawing workshops are delivered, where different approaches can be explored. This period also supports students in producing work that can support studio practice and entry to further education in creative areas.</p> <p>This project is based on a personal response to changing themes such as 'Collections'. Students will go through a series of skills-based workshops before developing their ideas into a final piece. Once drawing skills have been explored, students will also learn oil painting and oil pastel techniques</p> <p><u>Skills Cover:</u></p> <ul style="list-style-type: none"> ✓ What is drawing? ✓ Experimental ways of recording ✓ Different ways of seeing ✓ Working in conventional and unconventional media. ✓ Developing as a unique artist ✓ Oil painting ✓ Oil pastel <p><u>Contextual References:</u></p> <ul style="list-style-type: none"> ✓ Frank Auerbach ✓ Alberto Giacometti ✓ Assaf Rahat ✓ Anish Kapoor ✓ Cy Twombly ✓ Zac Smith ✓ Susan Turcot ✓ Roland Flexner ✓ Lucian Freud 		<p><u>Component 1: Personal Investigation</u> Continuation of the Personal investigation.</p>	



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Spring Term	<p><u>Introduction to Component 1: Personal Investigation</u></p> <p>This is a practical investigation supported by written material.</p> <p>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</p> <p>The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by:</p> <ul style="list-style-type: none"> ✓ clarifying the focus of the investigation ✓ demonstrating critical understanding of contextual and other sources ✓ substantiating decisions leading to the development and refinement of ideas ✓ recording ideas, observations and insights relevant to intentions by reflecting critically on practical work ✓ making meaningful connections between, visual, written and other elements. <p>The written material must:</p> <ul style="list-style-type: none"> ✓ be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. ✓ include specialist vocabulary appropriate to the subject matter ✓ include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others’ work made during a residency, or on a site, museum or gallery visit ✓ be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. <p>Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.</p> <p>There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.</p>	<p><u>Start AQA Component 2: Externally Set Assignment (ESA):</u></p> <p>Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date.</p> <p>Preparatory period – from 1 February</p> <p>Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.</p> <p>Supervised time – 15 hours</p> <ul style="list-style-type: none"> ✓ Following the preparatory period, students must complete 15 hours of unaided, supervised time. ✓ In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work. ✓ Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students may refer to their preparatory work in the supervised time, but it must not be added to or amended. ✓ Preparatory work and the work produced during the supervised time must be kept secure in between sessions of supervised time. ✓ The work produced during the supervised time must be clearly identified as such. Students must identify and acknowledge sources which are not their own. Annotation and/or notes should use appropriate specialist vocabulary and be legible with accurate use of language so that meaning is clear. ✓ At the end of the 15 hours of supervised time all the work submitted for this component must be kept secure. ✓ Preparatory work and the work produced during the 15 hours of supervised time will be assessed together, as a whole, against all four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. ✓ There is no restriction on the scale of work produced. Students should carefully select, organise and present work to ensure that they provide evidence which meets the requirements of all four assessment objectives.
Summer Term		



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Careers Links:

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|--------------------------------|------------------------|------------------------|--------------------|
| Airbrush artist | Picture framer | Art school director | Interior designer |
| Architectural illustrator | Fine artist | Art teacher | Dressmaker |
| Graphic illustrator | Printmaker | Arts administrator | Food stylist |
| Technical/textbook illustrator | Screen printer | Website owner/designer | Gallery owner |
| Story board illustrator | Courtroom artist | Fashion consultant | Museum curator |
| Cartoonist/caricaturist | Art conservationist | Pattern maker | Personal stylist |
| Commercial artist | Special Effects makeup | Textile designer | Exhibition planner |
| Mural artist | | | |



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Curriculum Rationale:

At KS3 students follow a programme of study that builds skills, understanding and knowledge in a wide range of art forms including drawing, developing use of colour, 3d work and looking at existing art from a wide range of sources. This gives the students an excellent grounding and will enable them to be prepared at KS4 for GCSE.

At Key Stage 3 a broad range of materials and processes are explored, including drawing skills and techniques, photography, sculptures, Textiles portraits and self-portraits, colour, expression, mark-making and architecture. Art, craft and design embody some of the highest forms of human creativity. 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. 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. By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

At KS4 students follow a programme of study that builds skills, understanding and knowledge in a wide range of art forms. A popular choice at GCSE, Art & Design students follow one of two endorsements – Art, craft and design or Textile Design. At this level, students refine their skills with more sophisticated use of materials and processes. Each course challenges student to develop their creativity, imagination and knowledge through sustained projects, which support them in developing their ideas and intentions through personal, individual responses. The department builds on the work done at KS3 offering schemes to develop a deeper understanding of Art and Design related material areas. Each course provides curriculum breadth and variety and uphold the principles of making the subject as inclusive as possible with the opportunity to imagine, research and create work in different material areas. Units are linked together with core skills used to underpin deeper learning and understanding through specialist skills, techniques and processes. Engagement and enthusiasm are nurtured through stimulating artists and materials-based themes with a focus on individual ownership of outcomes. All students are encouraged to take a responsibility for their own independent learning, particularly through examined coursework and the externally set component. They are required to reflect, review and improve work incrementally so that it becomes the best it can be. This gives the students an excellent grounding and will enable them to be prepared at KS5 for A-Level. Additional enrichment opportunities exist through activities both inside and outside school - Annual trips to galleries and exhibitions, visiting artists and various other activities to enrich capital culture.

Art, Craft, Design at A Level is about developing an adventurous approach to students' practical skills and ideas. Students will gain a deeper understanding of past and contemporary art, crafts and design in order to produce thought provoking work, within sketchbooks, digitally and on a large scale. The course is designed and assessed to document your thought processes and show a journey of ideas, portrayed with various creative media. Building upon strengths from the GCSE course, students will develop skills which support their studies in every subject. They will improve their ability to research and analyse information, solve problems, find, and understand links and connections which will result in creative personal outcomes. Painting, photography, printmaking, sculpture, computer-aided design, animation, film, textiles and life-drawing are amongst the most common media employed, but candidates are encouraged to introduce any media they feel necessary to their work. Sixth Form students benefit from dedicated studio spaces and more time for personal tuition so that individual directions and ideas can be pursued. We regularly run trips to galleries in London and are aiming for a trip to a foreign city once a year. This gives the students an excellent grounding and will enable them to be prepared for high education and employment.