

## KS3 Curriculum plan: Art and Design

### The Curriculum

#### Department Vision

The Department aims to make art accessible to all students and to cultivate a sense of enjoyment and cultural awareness in all our students through the study of carefully planned and structured projects. Our aim is to foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre, understanding and applying new techniques and processes. The Art department aims to develop students academically and technically. Our goal is to enable students to think divergently, and to employ visual language to explore a range of issues, ideas and ideologies. Our students will learn to respond to a diverse range of influences in their work, exploring a variety of processes, materials and media with imaginative confidence and the freedom to fail.

#### Intent

It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding. We build on prior knowledge of skills, materials and processes and increase proficiency in the handling of different materials. We seek to improve and reinforce knowledge from KS2, and prepare students for KS4, through a range of sequenced lessons, covering the fundamental elements of Art and Design.

In Years 7 & 8, students' work is characterised by the need to understand the reality surrounding them. These are fundamental years, when students receive a strong grounding in the basic skills of drawing, painting, printing, 3D work, mixed media and design. Year 8 and 9 students are encouraged to discover that Art can convey personal and significant meaning. They are led more thoroughly through the creative process in order to finally realise their intentions via an exciting and varied skills-based programme. The study of artists' work is incorporated into all projects and students are taught to articulate fluently in their responses and analyses.

#### Sequence of Learning

The first topic of 'Skills and Understanding' is to consolidate and bridge any gaps from KS 1-2. There is a considered rationale for the distribution of all other topics, introducing new themes and processes, while revisiting and reinforcing prior knowledge and skills.

#### Building Citizens of the World

Our curriculum meets all Art and Design National Curriculum criteria. It also achieves several SMSC and PHSE standards, ensuring we are contributing to students being good citizens of the world. We endeavour to equip our students with innovative and imaginative ways of seeing the world around them, allowing them to express their ideas practically in an environment that promotes creative learning, critical thinking and understanding. We look at a range of different artists, cultures and periods in history from ancient times up to the present day. Students analyse and evaluate their own work, and that of others, in order to improve. Students also use descriptive language and specialist vocabulary throughout their studies as well as visual language.

**Implementation:**

We have carefully planned a series of sequenced lessons which build on existing knowledge, while developing new knowledge, skills, techniques and processes. We will regularly revisit techniques, processes and materials throughout our schemes of work, to ensure knowledge and understanding has been retained by students. We will also regularly revisit and build on the application of materials to build on accuracy, control and confidence. All of this will be done with sufficient spacing to allow for retrieval.

**Inclusion**

All lessons will be differentiated appropriately to suit the individual learner's needs.  
Extra challenges and learning opportunities are available throughout each area of study.  
LSA and LSPs will be directed appropriately by the members of staff.

## KS4 Curriculum plan: Fine Art

### The Curriculum

#### Department Vision

In KS4 students follow the AQA Art and Design (8201) specification and can opt for either Art, Photography, Graphic Communication or Textile Design which are all skills-based courses which allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

The Department's vision is to make Art and Design in all its different forms accessible to all students and to cultivate a sense of enjoyment and cultural awareness in all our students through the study of carefully planned and structured projects. Our aim is to foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre, understanding and applying new techniques and processes.

#### Intent

It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding. We seek to build on and reinforce knowledge gained in previous Art and Design studies from KS2 and KS3, and increase proficiency and understanding of new techniques and processes. This is done through a range of sequenced lessons, covering the fundamental elements of Art and Design, with sufficient spacing to allow for retrieval.

By the end of Key Stage 4 students will be able to develop their capability, creativity and knowledge in Art, Photography, Graphics or Textiles, hopefully going onto study further at A Level.

#### Sequence of Learning

##### Year 10

Year 10 focuses on new skills and understanding to consolidate or bridge any gaps from KS 3, while introducing more specialist processes and techniques. There is a considered rationale for the distribution of all other topics, introducing new themes and processes, while revisiting and reinforcing prior knowledge and skills.

#### Building Citizens of the World

Our curriculum meets all Art and Design National Curriculum criteria. It also achieves several SMSC and PSHE standards, ensuring we are contributing to students being good citizens of the world.

We endeavour to equip our students with innovative and imaginative ways of seeing the world around them, allowing them to express their ideas practically in an environment that promotes creative learning, critical thinking and understanding. We look at a range of different photographers, artists and designers from different time periods. Students also look at different cultures and periods in history from ancient times up to the present day. Students analyse and evaluate their own work, and that of others, in order to improve. Students also use descriptive language and specialist vocabulary throughout their studies as

	well as visual language. Students will build on their practical skills to develop and apply their analytic, problem-solving, design, and thinking skills to be used in everyday life.
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**Implementation:**

We have carefully planned a series of sequenced lessons which build on existing knowledge, while developing new knowledge, skills, techniques and processes. We will regularly revisit techniques, processes and materials throughout our SfL, to ensure knowledge and understanding has been retained by students. We will also regularly revisit and build on the application and understanding of processes to build on accuracy, understanding and confidence. All of this will be done with sufficient spacing to allow for retrieval. In year 11, students work individually, reviewing and refining their own ideas as required by the GCSE specification. The exam component is introduced in January of year 11, where students are required to choose and respond to an individual theme.

**Inclusion**

All tasks, techniques and processes are differentiated and tailored to individual needs and groups of learners. SEND and PP students are identified on all seating charts and extra assistance is given here. Individual tutorials, group discussions and peers working are used to offer support. Teachers work closely with LSA's to work with individual students to help with their individual needs.

## KS4 Curriculum plan: Graphic Design

### The Curriculum

#### Department Vision

The Graphic Design curriculum is designed to provide all learners with the knowledge and competencies needed to be creative, independent and with an ability to articulate their learning. The curriculum has been planned and sequenced to allow learners to be challenged, knowing more and remembering more by revisiting tasks through each key stage. SfL have been developed that fully utilise both traditional and digital graphic design competencies, developing students' understanding of designers' roles throughout history, culture and the wealth of the nation. Ultimately, the knowledge and competencies learnt throughout each key stage will equip students for future learning and employment. The Department aims to make Graphic Communication accessible to all pupils and to cultivate a sense of enjoyment and cultural awareness in all our students through the study of carefully planned and structured projects. Our aim is to foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre, understanding and applying new techniques and processes.

#### Intent

It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding. We seek to build on and reinforce knowledge gained in previous Art and Design studies from KS2 and KS3, and increase proficiency and understanding of new techniques, processes and camera craft. This is done through a range of sequenced lessons, covering the fundamental elements of Art and Design, with sufficient spacing to allow for retrieval.

#### Sequence of Learning

##### Year 10

The Graphic Communication course involves responding to a brief using both text and imagery. The graphics that are produced could be used to sell products, inform an audience or promote an event. Students produce pieces of extended writing and further develop their proficiency when using a variety of digital and traditional graphic design techniques. Learners study a variety of historic and contemporary artists and designers to develop their own ideas, refine work, record ideas and produce personal and meaningful outcomes.

##### Year 11

Learners complete their individual portfolio of work, before embarking upon their externally set assignment in the January of their final Key Stage 4 year.

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Our curriculum meets all Art and Design National Curriculum criteria. It also achieves several SMSC and PSHE standards, ensuring we are contributing to students being good citizens of the world.

We endeavour to equip our students with innovative and imaginative ways of seeing the world around them, allowing them to express their ideas practically in an environment that promotes creative learning, critical thinking and understanding. We look at a range of different artists and designers from different time periods. Students also look at different cultures and periods in history from ancient times up to the present day.

**Implementation:**

We have carefully planned a series of sequenced lessons which build on existing knowledge, while developing new knowledge, skills, techniques and processes. We will regularly revisit techniques, processes and materials throughout our SfL, to ensure knowledge and understanding has been retained by students. We will also regularly revisit and build on the application and understanding of processes to build on accuracy, understanding and confidence. All of this will be done with sufficient spacing to allow for retrieval. In year 11, students work individually, reviewing and refining their own ideas as required by the GCSE specification. The exam component is introduced in the January of year 11, where students are required to choose and respond to an individual theme, applying all of their previous knowledge.

**Inclusion**

All tasks, techniques and processes are differentiated and tailored to individual needs and groups of learners. SEND and PP students are identified on all seating charts and extra assistance is given here. Individual tutorials, group discussions and peers working are used to offer support. Teachers work closely with LSA's to work with individual students to help with their individual needs.

## KS4 Curriculum plan: Photography

### The Curriculum

#### Department Vision

The Department aims to make photography accessible to all students and to cultivate a sense of enjoyment and cultural awareness in all our students through the study of carefully planned and structured projects. Our aim is to foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre, understanding and applying new techniques and processes.

#### Intent

The photography curriculum places an emphasis on a combination of knowledge, skills and understanding through progressive levels of independence and decision making. The intent is for all students to become creative individuals through practical, task-oriented course filled with creative approaches to making photographs that will help students develop their camera skills as a means of imaginative self-expression. Students will learn important skills such as, how to confidently use industry standard software such as Photoshop for digital editing and presentation of photographs, produce a portfolio of work based on a series of creative topics, complete a series of practical photoshoot challenges to help broaden their perceptions of the world they inhabit, developing their creative thinking, communication skills and visual understanding and finally learn how to express their ideas, opinions and thoughts visually and in writing.

It is our intention to provide all students with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. We seek to build on and reinforce knowledge gained in previous Art and Design studies from KS2 and KS3, and increase proficiency and understanding of new techniques, processes and camera craft. This is done through a range of sequenced lessons, covering the fundamental elements of Photography, with sufficient spacing to allow for retrieval.

#### Sequence of Learning

The first project focuses on new skills and understanding to consolidate or bridge any gaps from KS 1-2., while introducing the new subject of photography which is only offered in KS4. There is a considered rationale for the distribution of topics, introducing new themes and processes, while revisiting and reinforcing prior knowledge and skills. Students will then work independently producing their own portfolio of work, realising their intentions.

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## KS4 Curriculum plan: Textiles

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In KS4 students follow the AQA Art and Design (8201) specification and can opt for either Art, Photography, Graphic Communication or Textile Design which are all skills-based courses which allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

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By the end of Key Stage 4 pupils will be able to develop their capability, creativity and knowledge in textile design, hopefully going onto study further at A Level.

#### Sequence of Learning

Year 10 focuses on new skills and understanding to consolidate or bridge any gaps from KS 2 and 3. while introducing more specialist processes and techniques. There is a considered rationale for the distribution of all other topics, introducing new themes and processes, while revisiting and reinforcing prior knowledge and skills.

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