

Art

Curriculum Information



How has our curriculum been designed?

Intent

Our curriculum is designed to meet the following aims:

To encourage a love of learning in our students. We want all of our students to develop a fascination with learning during their art lessons. We offer an academically rigorous curriculum, tailored to the students we teach, that inspires and challenges.

To be able to confidently develop ideas. To develop personal and creative responses through diverse opportunities to generate ideas. To investigate, analyse, experiment and work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in the creative processes.

To make. Respond thoughtfully and act with purpose to develop skills. Have opportunities to work in a variety of processes and media such as drawing, painting, printmaking, sculpture, collage, photography and digital media. To see the benefits of making mistakes when engaged in the creative process.

To evaluate. Review, reflect upon, and discuss their own work and the work of others. Become visually perceptive and visually literate through looking, thinking, recognising, interpreting and understanding art, craft and design. Develop literacy skills as they research, communicate, analyse, critically evaluate and review their own work and the work of artists, craftspeople and designers.

To give students transferable skills. We believe that the study of art and the creative process can give students transferable skills that will be of use to them not just in their further education and work, but in their life. At KS4 and 5 students learn to be autonomous, and independent of their teacher. Students create their own art related questions and then answer them over time. The teacher creates a framework and guides them through the process, but the students create the content from start to finish.

Implementation

Teaching methods

Classes are taught by art specialists with extensive knowledge of the creative world. All adults in the department have worked in at least one part of the creative industry, including the world of fashion, interior design, the art world, illustration and web/graphic design. The key concepts in art and design are: **creativity, competence, cultural understanding and critical understanding.** Students are encouraged at all key stages to discuss their own and others work. At each key stage students research the work of artists rather than the artist. Students are encouraged at all key stages to be comfortable with

making mistakes, they must take leaps of faith on occasion in order for their work to progress. Students are encouraged to use a range of media at all key stages. Students are given a broad range of schemes of work at KS3 and are introduced to a broad range of artists and artworks.

Our arts curriculum is populated by contemporary artists from all walks of life. We make a conscious effort not to rely on the Western arts canon. We choose artists and themes that students can directly relate to and that inspire debate within lessons.

Classroom resources

We have three well stocked classrooms that students are taught in. Students are introduced to a range of art materials quite early in the KS3 curriculum in order to ready them for KS4. Student's work is displayed on the walls of the art department and throughout the school. We have strong links with UAL, Photographers Gallery, Tate Gallery, City Lions, Dream Arts, Paddington Arts and Whitechapel Gallery who all either offer us visiting artists, student mentoring, courses, or enrichment activities for art staff.

Sequencing and structure

We have well planned curriculums at all key stages that encourage students to build on their knowledge and skills, utilising the key concepts and focusing on the key ideas and terminology so confidence is built up in adopting a range of styles/media. For example, in Year 7 students learn how to use a brush and watercolour whilst studying the architecture of Hundertwasser. In year 8 they briefly revisit watercolour in a landscape SOW, and they have a greater choice of artists to work from and study. This leads them onto their first use of acrylic paint, they can use prior knowledge whilst mixing colours whilst also gaining new skills that will benefit them in Year 9 and beyond. The skills are gradually built and layered each year. We use student voice extensively in order to monitor the students experience of our curriculum and overall art & design experience. Students are consulted in the planning and design of new schemes of work.

Assessment

KS3 - Assessment and feedback mostly happens within the lesson and is verbal with students expected to make notes and amendments to work. At the start of the lesson, the teacher would have gone through work from previous lesson and photographed examples of work to show class on whiteboard. This initiates class discussion with students using www and ebi to better understand nature of task and how to progress.

KS4 - Students are assessed in front of books by teacher on each and every task. This feedback is both verbal in lessons and written in sketchbooks/portfolios with EBI's highlighted. Students are given individual tutorials as work progresses and targeted for intervention sessions to add enrichment and studio time. After exams, students are given feedback against the AQA assessment objectives using the specific examination terminology to prepare them for the overall external exams.

KS5 - Students are assessed in front of books by teacher on each and every task, with any key EBI's highlighted. Students are given individual tutorials as work progresses. After exams, students are given feedback against the AQA assessment objectives. Students self-assess each and every piece of work they create, sharing the relevant terminology and building on teacher feedback.

Impact

Students take pride in artwork as evidenced in books at all key stages.

At KS5 we have an excellent success rate of students getting into their first choice at university. Students have gone on to study Architecture, Illustration, Fashion Design, Animation, Fine Art, and Interior Design, as well as other subjects like Psychology, Computer Science, Politics and English Literature. Our exam results at GCSE and A Level are excellent each year. Student work is displayed confidently in the art rooms, and in corridors throughout the school. Student work has been entered and won a number of national art and photography competitions in recent years. We have recently had two students accepted in the Royal Academy Summer show.

Several of our students have progressed to prestigious competitive institutions like Kingston University, Westminster University, Central St Martins, The Slade School of Art, London College of Communication, Camberwell College of Arts and Chelsea College of Arts.

Research Links/Professional Links

UAL insights <https://www.arts.ac.uk/partnerships/outreach/applications-for-ual-insights>

Photographers Gallery <https://thephotographersgallery.org.uk/learn/epq>

Royal Academy <https://www.royalacademy.org.uk/page/attract-programme>

Tate Collective <https://www.tate.org.uk/tate-collective>

Take a trip to:

Victoria and Albert Museum

Tate Modern

Tate Britain

Saatchi Gallery

National Gallery

Wander through the Barbican centre and study the architecture.

Wander through the Southbank Centre and marvel at the brutalist architecture

Sequencing

[Justification of what you teach, how and when you teach it, with reference to the skills and knowledge the students are to gain]

Our curriculum responds both to the guidance of the National Curriculum for Art and Design, and to the needs of our students. Our curriculum increases in complexity each year. In Year 7 we focus on the core skills, and in the rest of KS3 we build upon prior knowledge gained each year. Each year at KS3 we include a drawing, painting and sculpture project, and include printmaking within a number of projects. Each year the

projects given to students become more ambitious, for example in year 7 students work with watercolour paints, in Year 8 they are introduced to acrylic paints with a limited pallet and in year 9 they have access to the full range of colours. In Year 9 there is an emphasis on the creative industries. With each step the students gain new practical skills and they are introduced to more artists and creatives.

KS4 starts with teacher led projects, which introduces students to assessment objectives, in time and with guidance students become more independent. At KS5 the plan is the same, with teacher led projects to begin with, and in time guiding students toward full independence.

Key Stage	Level	Qualifications	Exam Board
KS4	GCSE	Fine Art	AQA
KS5	A Level	Fine Art	AQA