

	HT1	HT2	HT3	HT4	HT5	HT6						
	<p><b>Purpose of study</b></p> <p>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.</p> <p><b>Aims</b></p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences</li><li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• evaluate and analyse creative works using the language of art, craft and design</li><li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li></ul>											
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Year 7 is a foundation for years 8 and 9.</p><p>Year 8 is building on the key skills learnt and continuing to embed them through developing further design skills, exploration of working with different materials and understanding of Artists and Art practices.</p><p>In year 9 they will be consolidating their learning by focusing on one project in the first term and then a larger project set over the last two terms, working to a brief which will prepare them for the structure set in year 10 and 11 for BTEC projects of work.</p><p>Elements of photography and digital manipulation are introduced throughout projects and home works set in years 7, 8 and 9.</p><p>Photography is written into the project in year 9 to support students learning if considering Photography as an option in KS4.</p><p>For KS4, the curriculum is designed to allow students to develop their planning, technical and design skills and students will learn how to implement this to produce a final sketchbook and outcome for each Unit.</p></td><td><p>All students in year 7, 8 and 9 have a one hour lesson of Art per week.</p><p>In Year 7 they will be building on key skills and establishing a firm base for techniques, design, and broadening their knowledge of Artists and practitioners.</p><p>Over the first term they will look at Line, tone, colour, techniques, compositions and Art terminology used to critique their own and each other’s work. They will also have an introduction to Artists and practitioners and Art roles in the work place.</p><p>Term two is putting those skills into practice by focusing their skills into a mixed media study and bringing digital ideas into their work.</p><p>In Term three they will look at history of Art and learn how to present information in their sketchbooks. This will be supported through homework tasks to reaffirm the processes that Artists use.</p><p>Year 8 revisits and continues to build on student’s knowledge and use of different media and techniques to build ideas influenced by Artist and practitioners. They will work more in 3D and more emphasis put on design processes. Students will work on portraiture and drawing skills in the first term and Terms 2 and 3 will be focused on print and 3D skills and development of ideas.</p><p>Year 9 is linking their knowledge of Artists and practitioners and in Term two and three looking more specifically at the influences Art has had on Architecture throughout time, re embedding their knowledge of Art History through KS3.</p><p>Students will incorporate photography within aspects of the project and have a more confident knowledge on how Art links into the wider world of work in preparation for options.</p><p>At KS4 students will develop skills learnt through KS3 and have opportunity to a visit within the Arts.</p></td><td><p>Skills are revisited throughout the projects as they progress into KS4 which is assessed through worksheets, assessments and regular verbal feedback. Tasks are set so no student is left behind and opportunity is given for different abilities to develop.</p><p>Students knowledge gaps are identified and this is supported through constant re embedding of the key skills and processes needed to progress.</p><p>At KS4 it is all course work based for the first three units. There is an external assessment in Year 11 which will include a two day exam, Students are given opportunity to revisit their projects after the first submission and have opportunity to work back in their own time to improve and work towards achieving a higher level.</p></td></tr></table>						Intent	Implementation	Impact	<p>The aim of the KS3 curriculum is for students to learn the key elements of Art and Design skills to equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. 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			The curriculum builds on their knowledge set across three units, studying a variety of different disciplines in preparation for the externally set unit will a two day exam at the end. Students then have opportunity to build on a specialism more specific to their own skill set and preferences.					
Year 11 BTEC ART	<b>Key Content:</b> Unit 4 <i>Communicating Ideas in 3D</i> PS and SS drawings Artist/designer research		<b>Key Content:</b> Idea Development Exploring 3D techniques Planning final outcome	<b>Key Content:</b> Complete Unit 4 Final outcome		<b>Key Content:</b> Start of Unit 2 Exam CORE UNIT <i>Creative Project in Art and Design</i>	<b>Key Content:</b> Unit 2 Exam CORE UNIT <i>Creative Project in Art and Design</i>	
	<b>Learning aims</b> In this unit you will: <b>A</b> explore 3D visual language and working practices <b>B</b> investigate how artists, craftspeople and designers communicate in 3D <b>C</b> communicate ideas using 3D knowledge and skills in response to a brief.  <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording form their work and expressing opinion on their work. <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording form their work and expressing opinion on their work.			<b>Key Skills:</b> Produce a final outcome which realises intentions and demonstrates understanding of visual language. Review of work. Exam practise.		<b>Learning aims</b> In this unit you will: <b>A</b> develop creative ideas, skills and intentions in response to a project brief  <b>B</b> produce final outcomes that meet the requirements of the brief.  <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording from their work and expressing opinion on their work. <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording from their work and expressing opinion on their work.	Learners will complete an externally-set assessment, which will be released on the Pearson website in January each year. The assessment is externally set, internally marked and externally moderated. The assessment must be taken by the learner under controlled supervised conditions.	
Year 10 Photography	<b>Key Content:</b> Formal Elements Project			<b>Key Content:</b> Formal Elements Project		<b>Key Content:</b> Collections	<b>Key Content:</b> Collections	Key Content: Past, Present and Future
	<b>Key Skills:</b> Selecting own images and media. Use of the formal elements, Shape, Form, Texture, Shadow, reflection, Colour. Annotation of work, explaining the process and how they have refined their work. Research, selecting relevant artists, photographers, recording form their work and expressing opinion on their work. <i>Introduction to Specialist Photography and basic skills and knowledge.</i>			<b>Key Skills:</b> Produce a range of photographs based on each different theme for Formal Elements. Annotation of work. Research, selecting relevant Artists recording from their work and expressing opinion on it.		<b>Key Skills:</b> Selecting own images and media. Creating own set ups and refining work through Photography studies and editing. Annotation of work, explaining the process and how they have refined their work. Research, selecting relevant artists, photographers, recording from their	<b>Key Skills:</b> Selecting own images and media. Creating own set ups and refining work through Photography studies and editing. Annotation of work, explaining the process and how they have refined their work. Research, selecting relevant artists, photographers, recording from their	Key Skills: Exploring the theme Past, Present and Future. Smaller tasks exploring Keys, Doors and portraits. Encompassing Formal element techniques to also support with presentation.

	<b>Learning Aims:</b> <b>A01</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>A02</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes <b>A03</b> Record ideas, observations and insights relevant to intentions as work progresses <b>A04</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language		work and expressing opinion on their work.	work and expressing opinion on their work. To produce a final outcome based on the theme.	
Year 11 Photography	<b>Key Content:</b> Formal Elements Project  <b>Key Skills:</b> Selecting own images and media. Use of the formal elements, Shape, Form, Texture, Shadow, reflection, Colour. Produce a range of photographs based on each different theme for Formal Elements. Annotation of work. <b>Research, selecting relevant Artists</b> recording from their work and expressing opinion on it.  Annotation of work, explaining the process and how they have refined their work. <b>Research, selecting relevant artists, photographers</b> , recording from their work and expressing opinion on their work. <i>Introduction to Specialist Photography and basic skills and knowledge.</i>	Key Content: Past, Present and Future  <b>Key Skills:</b> Produce a range of photographs based on Past, Present and Future. Exploring the theme. Smaller tasks exploring Keys, Doors and portraits. Encompassing Formal element techniques to also support with presentation. Refinement of work through editing and selecting. Annotation of work. <b>Research, selecting relevant Artists</b> recording from their work and expressing opinion on it.	Key Content: Externally set assignment  Learners will complete an externally-set assessment, which will be released on the Pearson website in January each year. The assessment is externally set, internally marked and externally moderated. The assessment must be taken by the learner under controlled supervised conditions.  <b>Key Skills:</b> Produce a range of photographs based on the given theme. Exploring the theme. Smaller tasks exploring Primary and secondary source. Encompassing Formal element techniques to also support with presentation. Investigations into Artists and photographers. Refinement of work through editing and selecting. Annotation of work. <b>Research, selecting relevant Artists</b> recording from their work and expressing opinion on it.	Key Content: Externally set assignment  Learners will complete an externally-set assessment, which will be released on the Pearson website in January each year. The assessment is externally set, internally marked and externally moderated. The assessment must be taken by the learner under controlled supervised conditions.  <b>Key Skills:</b> Produce a range of photographs based on the given theme. Explore the theme. Smaller tasks exploring Primary and secondary source. Encompassing Formal element techniques to also support with presentation. Investigations into Artists and Photographers. Refinement of work through editing and selecting. Annotation of work. <b>Research, selecting relevant Artists</b> recording from their work and expressing opinion on it.  Produce final works.	

	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language								
Year 10 ART	<b>Key Content:</b> Unit 1 CORE UNIT <i>Introduction to Specialist Pathways in Art and Design</i>  Unit 3 <i>Communicating ideas in 2D</i> Visual language Artist/designer research Understanding the brief  PS and SS drawing Focus on Topic and Artist drawings		<b>Key Content:</b> PS and SS drawing Artist/designer research Design development  Idea Development Exploring 2D techniques Planning final outcome  Producing ideas influenced by chosen 2D specialist areas.	<b>Key Content:</b> PS and SS drawing Artist/designer research Design development  Idea Development Exploring 2D techniques Planning final outcome  Producing ideas influenced by chosen 2D specialist areas.		<b>Key Content:</b> Unit 1 CORE UNIT <i>Introduction to Specialist Pathways in Art and Design</i>  Unit 3 <i>Communicating ideas in 2D</i> Visual language Artist/designer research Understanding the brief  PS and SS drawing Focus on Topic and Artist drawings Finalising design ideas. Final Outcome		<b>Key Content:</b> Unit 4 <i>Communicating Ideas in 3D</i> <i>Research into the Theme.</i> PS and SS drawings Artist/designer research	<b>Key Content:</b> Artist Designer studies. Idea Development Exploring 3D techniques Planning final outcome
	<b>Learning aims Unit 1</b> In this unit you will: <b>A</b> use specialist materials, techniques, equipment and processes in response to client briefs <b>How to record progress and process the results of:</b> <ul style="list-style-type: none"><li>chosen specialist techniques</li><li>equipment and processes used</li><li>health and safety guidance</li><li>any risk assessments undertaken</li><li>experimentation and sampling</li><li>maintaining an ongoing journal of working practice.</li></ul> <b>B record formal elements within specialist pathways.</b> <ul style="list-style-type: none"><li>apply design or compositional techniques</li><li>review working practice</li><li>record formal elements.</li></ul> <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work.			<b>Key Skills:</b> Produce a final outcome which realises intentions and demonstrates understanding of visual language. Review of work. Exam practise.			<b>Learning aims</b> In this unit you will: <b>A</b> explore 3D visual language and working practices <b>B investigate how artists, craftspeople and designers communicate in 3D</b> <b>C</b> communicate ideas using 3D knowledge and skills in response to a brief.  <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording form their work and expressing opinion on their work. <b>Key Skills:</b> Selecting own images and media. Use of the formal elements and a range of media in drawing. Annotation of work. Research, selecting relevant artists, recording form their work and expressing opinion on their work.		

	<p>Research, selecting relevant artists, recording form their work and expressing opinion on their work.</p> <p><b>Key skills</b></p> <p>Explore and experiment with media, techniques and processes to produce a range of designs and ideas and review work.</p> <p>Show critical understanding of contextual sources.</p> <p>Planning final outcome.</p> <p><b>Learning aims Unit 3</b></p> <p>In this unit you will:</p> <p><b>A</b> explore 2D Visual language and working practices</p> <p><b>B</b> investigate how artists, craftspeople and designers communicate in 2D</p> <p><b>C</b> communicate ideas using 2D knowledge and skills in response to a brief.</p> <p><b>Key Skills:</b></p> <p>How 2D Visual language is used in different ways in 2D disciplines.</p> <p>How to use 2D mark making processes and techniques.</p> <p>2D working practices.</p> <p>Exploring how elements are created, modified and refined.</p> <p>How to explore and investigate examples of 2D work by designers, artists and craftspeople.</p> <p>How Artists, craftspeople and designers use materials, techniques and processes for different effects.</p> <p>Researching different 2D art, craft and design specialisms.</p> <p>Understand the requirements of the brief.</p> <p>How to initiate and develop ideas which might be generated through recording from a range of different sources.</p> <p>How to generate and develop an idea to communicate feelings, thoughts, messages or opinions to an audience.</p> <p>Developing ideas.</p>				
	<p><b>Key stage 3</b></p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li><li>• to use a range of techniques and media, including painting</li><li>• to increase their proficiency in the handling of different materials</li><li>• to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li><li>• about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li></ul> <p>All classes with be set homework focused on reading and writing around various Artists, Development of key skills to support set tasks in lessons, specialist pathways and different roles in the work place related to Art throughout the year.</p>				



Year 9	<b>Key Content:</b> Perspective study SS drawing in a range of media. Composition skills. Fauvism study	<b>Key Content:</b> SS drawing in a range of media. Perspective drawing. Famous Landmarks Fauvism study		<b>Key Content:</b> Architecture Project Mood board of images SS drawings Art Movement/Architecture styles study.  All year 9's are given a lesson on different job roles in Art prior to options.	<b>Key Content:</b> Timeline of Artists and designers. Architecture Photography		<b>Key Content:</b> Timeline of Artists and designers. Architecture Photography Texture study Pattern study	<b>Key Content:</b> Development of ideas and final outcome. Evaluation Presentation of final work.	
	<b>Key Skills:</b> Use of the formal elements and drawings skills. Annotation of work. Research skills.	<b>Key Skills:</b> Use of the formal elements in a range of media. Annotation of work. Research skills. Presentation skills.		<b>Key Skills:</b> Explore ideas showing contextual links. Presentation skills. Start to explore Artist/Designers and Architecture throughout time.	<b>Key Skills:</b> Explore Artist/Designers and Architecture throughout time. Refine work by experimenting with appropriate media, materials, techniques and processes.		<b>Key Skills:</b> Explore Artist/Designers and Architecture throughout time. Refine work by experimenting with appropriate media, materials, techniques and processes.	<b>Key Skills:</b> Produce a final design which realises intentions and demonstrates understanding of visual language. Key Skills:	
Year 8	<b>Key Content:</b> Portraits: tonal portrait with artist's link. Fine Art, Animation	<b>Key Content:</b> The figure: sculpture and artist link. Fine Art, Animation		<b>Key Content:</b> Bugs: Drawing and artist's link. Printing. Fashion/Textile design	<b>Key Content:</b> Bugs: Printing and further Design and Artist development. Fashion/Textile design		<b>Key Content:</b> Alice in Wonderland: Research, mood board, development of ideas and 3D work. 3D Sculptors	<b>Key Content:</b> Alice in Wonderland: Development of ideas and 3D work. 3D Sculptors	
	<b>Key Skills:</b> Line, proportion, tone, contextual links, reviewing work.	<b>Key Skills:</b> Proportion, range of 3D making skills, contextual link and reviewing work.		<b>Key Skills:</b> Drawing with media selection. Use of tone and colour. Artist's link. Review work.	<b>Key Skills:</b> Mono print, reduction press print repeat. Review work.		<b>Key Skills:</b> Research, idea development, selection from ideas, reviewing work, contextual link.	<b>Key Skills:</b> 3D making, selection of media, decoration of 3D work, contextual link, reviewing work.	
Year 7	<b>Key Content:</b> Introduction project- Key skills, themed around sports. Fine Art, various Artists  Introduction to job roles in Art.	<b>Key Content:</b> Introduction project- Key skills, themed around sports. Fine Art, various Artists		<b>Key Content:</b> Sweets: Use of different media and techniques. Idea development. Graphic Design Fine Art Photography	<b>Key Content:</b> Sweets: Use of different media and techniques. Idea development. Sweet packaging. Graphic Design Fine Art Photography		<b>Key Content:</b> Aboriginal Australian Art: Idea development and painting, contextual understanding. Story telling, symbols. Introduction to other Art Movements Graphic design, fine Art, illustration.	<b>Key Content:</b> Study of Art Movements Impressionism: Paint techniques and contextual understanding. Various Artists	
	<b>Key Skills:</b> Line, tone in pencil, tone in chalk, reviewing work.	<b>Key Skills:</b> Mark making, composition, application of skills, artist's link, reviewing work.		<b>Key Skills:</b> Drawing, lettering, use of different media- shading pencil, coloured pencil, watercolour paint and oil pastel. Line, tone, colour, texture and form.	<b>Key Skills:</b> Use of different media- shading pencil, coloured pencil, watercolour paint and oil pastel, Artist/Designer link. Design ideas. Line, tone, colour, texture and form.		<b>Key Skills:</b> Working in the style of an artist. Painting, colour mixing, mark making, reviewing work. Presentation of work	<b>Key Skills:</b> Working in the style of an artist. Painting techniques developing different styles. Reviewing work. Brush strokes, pointillism. Presentation of work	