

## ART – CURRICULUM INTENT

### ASPIRE – CHALLENGE – ACHIEVE

Art enables students to develop a broad range of employable life skills including problem solving, patience and confidence. We believe our curriculum provides opportunities for students to be inquisitive, resilient and self-critical which are important to personal success. A lack of confidence in drawing can be a barrier to creativity so our KS3 curriculum focuses on developing an important toolkit of drawing skills and application of the formal elements. A ladder of key skills ensures they are learnt and recapped through engaging schemes of work, igniting interest in art forms from a variety of times and cultures whilst following the National Curriculum.

Students explore a broad range of traditional and non-traditional materials, techniques and processes covering a range of disciplines. Through this we encourage risk taking and allow students to engage in an area in which they can excel. It is important for our students to communicate visually, as well as being able to interpret and understand imagery in the world around us. Visual analysis skills are therefore embedded within KS3 and 4 as we encourage students to learn, speak and write about the work of others whilst responding to them practically. Students’ literacy skills are developed through the use of key words and subject specific vocabulary within the Art curriculum. This enables students to communicate effectively and learn a creative language that supports their studio practice. By learning Art and Design specific vocabulary, phrases and adjectives students will develop vital skills to describe their process and support their progress.

Outcomes are diverse at Spalding Academy with students opting to develop skills in fine art painting and drawing, printmaking, textiles and ceramics. We have high expectations in the Art Department and we challenge students to believe in their ability and achieve their potential through independent learning and planned supportive intervention.

The vocational aspect of the BTEC Art and Design qualification means that students can make work for a purpose and understand how their qualification is preparing them for the world of work within the creative industries. Aspirations are raised through meeting and working with artists whilst developing students’ awareness of future career pathways.

Our goal is to deliver a curriculum that enables everyone to achieve and make progress resulting in confident learners who have gained skills and are ready for Post 16.

We regularly exhibit students’ work in school, through newsletters and our annual exhibitions. It is important for students’ work to be seen and celebrated by their peers, family and community as it instils pride and gives worth to their efforts.

## ART – CURRICULUM MAP

**Key =** Matching colours denote links between topics either in content or skills across Key Stages

7	Pop Art Drawing and the Formal Elements	Pop Art Painting	Pop Art 3D materials		William Morris Print Making
		Artist Response			
8	The Self Portrait Formal Elements	The Expressive Portrait Self-Image Print	Artwork from other cultures - Africa Watercolour and 3D Materials Mask making		
		Written analysis and response			
9	BTEC Foundation Unit Painting	BTEC Foundation Unit Print	BTEC Foundation Unit Ceramics	BTEC Foundation Unit Choice	
	Written analysis and response to artists				
10	Artwork for a Café Painting	Artwork for a Café Print	Artwork for a Café Ceramics	Artwork for a Café Choice	Cambridge / Kew Botanical Gardens 2D Media
	Written analysis and response to artists				
11	Celebrating African Culture 3D materials		Externally set brief Personal Choice	Externally set brief - BTEC Personal Choice	BTEC Exams
	Written analysis and response to artists				

