

# ART & DESIGN - CURRICULUM INTENT

## ASPIRE – CHALLENGE – ACHIEVE

Art and Design enables students to develop a broad range of employable life skills including problem solving, patience, and confidence. We believe our curriculum provides opportunities for our students to take risks, be inquisitive, resilient and self-critical which are important to personal success. We provide students the chance to solve real and relevant problems with a variety of contexts, considering their own and others' needs, wants and values.

We integrate careers focus to our schemes of work, meaning our students can make outcomes for a purpose, allowing them to understand how their qualification is preparing them for the world of work within the creative Art and Design industries, particularly relating to the local job market. We enable our learners to be resourceful, innovative, enterprising and capable citizens. We are committed to nurturing independent, creative learners. A curriculum which is underpinned by the stages of the creative process allows students to engage in and value the journey of making art and the design process. This begins in KS3 and enables students to work with increasing independence as they progress through the key stages.

A lack of confidence in drawing can be a barrier to creativity so we focus our KS3 curriculum 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. 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. Outcomes are diverse at Giles Academy with students opting to develop skills in fine art painting and drawing, printmaking, textiles, graphics, photography and three-dimensional design.

Students achieve well in Art due to our reflective approach, continually adapting the curriculum to meet the needs and interests of our learners. In addition to this we carefully monitor individuals and implement supportive interventions. We embrace diversity and our students have the opportunity to explore their creative individuality in Art. Students are proud of their achievements, and we regularly exhibit their work in school, through social media platforms and our annual exhibition which is open to the whole school community. It is important for students' work to be seen and celebrated by their peers, family and others as it instils pride and gives worth to their efforts.

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 our KS3 and KS4 curricula as we encourage students to learn, speak and write about the work of others whilst responding to them practically. Students are actively encouraged to articulate their ideas and knowledge in written form with emphasis on promoting good literacy.

KS3	KS4
Artist of the Term Art Club Art Challenges Social Media Celebration Big Draw – Lincoln University Career Talks Transported Illuminate Parade Local & National Competitions Exhibition of Work	Artist of the Term Art Challenges Social Media Celebration Big Draw – Lincoln University Career Talks Artist Workshop Local & National Competitions Exhibition of Work Art Trip Open Studios – Lunch & After-school Intervention

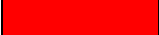












Discussion of current related news articles.

*See separate Curriculum Intervention & SMSC Audits for contributions from Art and Design as too detailed to list here.*

# KS3 ART & DESIGN – CURRICULUM MAP

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









	Drawing & Painting Skills		Digital / CAD opportunities		Graphics
	Printmaking Skills		Engaging with historical Artists and Designers (up to year 2000)		Textiles
	3D Skills inc. ceramics		Engaging with contemporary Artists & Designers (2000 – 2020)		Product Design / Construction
	Electronics		Mechanisms		Photography

<b>Key Stage 3</b>	<b>7</b>	<b>The Foundations</b> 	<b>Abstract Art</b> Including colour theory 		<b>Insect Illustration</b> 	
		<b>Food Packaging – Fairtrade Chocolate</b> 	<b>Reduce Reuse Recycle – Upcycle</b> 		<b>Automata Insects</b> 	
	<b>8</b>	<b>Ancient Egypt</b> 		<b>Whimsical Houses</b> 		
		<b>Welcome to Deadhouse</b> Including Perspective 	<b>Bunting for a Music Festival</b> 		<b>Wallpaper Design</b> 	
	<b>9</b>	<b>Portraiture</b> 		<b>Landscape</b> Including 1 & 2 Point Perspective 		

*By the end of key stage 3, pupils should know, have applied and understand the materials, skills and processes taught. Pupils will have been taught to develop their creativity and ideas, and should have increased proficiency in their execution. They should have developed a critical understanding of artists, architects and designers, and expressed reasoned judgements that can inform their own work. Using creativity and imagination, pupils will have designed and made products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They should have acquired a broad range of subject knowledge. Pupils should have learnt how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they should have developed a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.*

## KS4 ART & DESIGN – CURRICULUM MAP

	Drawing & Painting Skills		Digital / CAD opportunities		Graphics
	Printmaking Skills		Responding to historical Artists and Designers (up to year 2000)		Textiles
	3D Skills inc. ceramics		Responding to contemporary Artists & Designers (2000 – 2020)		Photography
	Responding to a theme		Creating a portfolio		

<b>Key Stage 4</b>	<b>10</b>	ART	<b>Organic</b> 2D Drawing & Painting, 3D Ceramics and Printmaking 	<b>Issues</b> 	
		TEXTILES	<b>Big Blue</b> 	<b>Issues</b> 	
	<b>11</b>	ART	<b>Issues Continued</b> 	<b>ESA Component 2</b> 	
		TEXTILES	<b>Issues Mock Exam</b> 	<b>ESA Component 2</b> 	
<p>By the end of KS4, learners will have had the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have had the opportunity to develop knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>• knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes</li> <li>• development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses in art and design</li> <li>• process that underpins effective ways of working in the creative industries such as generating ideas, prototyping, development, review and refinement</li> <li>• attitudes that are considered most important in art and design practice, including planning, organisation and communication.</li> </ul>					