

Art & Design

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Curriculum Rationale

The Art and Design faculty prides itself on developing creative and independent learners who are resilient and make positive contributions to their communities. Through the Art curriculum we teach a broad range of practical knowledge and transferable skills that future employers and colleges desire in young people. We support all of our pupils to reach their full potential and it is these such qualities that underpin the rationale behind what we do. We provide our learners with an outstanding, exciting and adventurous curriculum that effectively builds upon prior knowledge and prepares them for the future. We are committed to ensuring all pupils achieve their potential at both key stages regardless of their starting point. We are a warm and welcoming faculty that provide pupils with a safe and secure place to explore their creativity, express their emotions and develop as individuals. Art is offered to all pupils at both key stages and is a popular subject. At key stage 4, Art and Design is offered as an option subject and provides opportunities for pupils to explore a range of different medias including Drawing and Painting, Textiles, Graphic Communication, Photography and 3D Design, all of which can be studied in higher or further education.

The Art and Design curriculum is underpinned by a set of 8 knowledge and skill-based threshold concepts. These have been created and developed by specialist Art Teachers from across the Dean Trust and outline the knowledge and skills every pupil should have in order to thrive. This also enables us to ensure that all Dean Trust pupils are receiving the same high-quality education and are being fairly assessed using the same criteria. The threshold concepts for Art and Design at key stage 3 are based on four fundamental strands of the subject and are divided into skill based and knowledge-based concepts as outline below:

- To be able use a range of the Formal Elements of Art and Design (Visual language) in observational drawing for a purpose.
- To be able to use a variety of tonal shading, colour blending / mixing and mark-making skills in observational drawing and ideas.
- To be able to explain and review sources, (critical studies) using subject specific language.
- To be able to apply reflection and evaluation skills to tasks and activities, showing a personal response.
- Knowledge which underpins how to record ideas and observations inspired by a source using personal interpretation (imagination).
- Knowledge of line, tone, colour, pattern, texture and mark-making skills to develop and express your ideas and observations in different media, materials and techniques.
- Knowledge of how to develop and show a personal response that makes a visual connection to a sources.
- Subject specific Knowledge. E.g. Formal Elements of Art and Design (Visual Language) to enable analysis (critical studies).

In order to be successful in Art and Design the pupils must demonstrate that they can meet the requirements of the four key GCSE assessment objectives, these are the fundamental basics of what we do in Art and Design and are evident in all projects across both key stages. They include research and design, exploring and experimenting with different medias, recording ideas and observations and producing a personal response/ final piece.

Curriculum Overview

KS3 Curriculum

For Years 7, 8 and 9 the Key Stage 3 course is broken down into three termly units

Term one: Observational studies, media and colour

Term two: A research, design and make project

Term three: Exploring portraiture

All of the projects are linked to artists/craftspeople or designers and pupils study the relevant style of art or art movement. At key stage 3 pupils study Art and Design in a modern and historical context and explores the work of wide range of different artists including those from ethnic minority groups, the LBGT+ community, local, national and worldwide.

Year 7

Project one is based around the famous pop artist Andy Warhol and focuses on developing pupils' basic skills through 3-Dimensional drawing, colour theory, marking making and digital editing. Project two looks at the work of children's book illustrator Oliver Jeffers and explores the theme of storytelling through the topic of pollution and the environment. In project three pupils look at the theme of 'identity' and create a self-portrait that explores how they see themselves.

Year 8

Project one is based around everyday objects and the work of Michael Craig Martin and Claes Oldenburg, in this project pupils revisit and build upon the basic observational drawing techniques and processes learnt in year 7. The second project is based around the theme of comfort boxes in which pupils will research, design and create their own personal style of comfort box. Project three continues the theme of identity and culture through self and celebrity portraiture.

Year 9

As pupils begin to prepare for GCSE's they once again return to focusing on developing their observational drawing skills with the addition of photography and digital editing. The first unit consists of a research, design and make project inspired by the work of artists Georgia O' Keefe and Jim Dine, the second project is an independent, in-depth study and personal extension of an artist's work chosen by the pupils themselves. The final unit consists of a self and celebrity portrait based on the work of Jean Micheal Basquait and Hung Lui.

KS4 Curriculum

Key stage 4 pupils will study the AQA GCSE Art and Design: Art, Craft and Design specification.

Year 10

During Year 10 pupils will complete their unit one portfolio, a showcase of their best work consisting of one minor and one major project. During the course they will be expected to evidence their ability to creatively develop their ideas through primary and secondary source research, explore and experiment with a variety of different medias, record the process they went through and conclude the project by producing a personal and meaningful outcome.

Year 11

In year 11 pupils will complete their unit two ESA (externally set assignment). This is a project set by AQA in which the pupils must respond to a given theme and produce a third and final body of work that concludes with a 10-hour controlled assessment.