

Art & Design

Staff members: Mrs Beveridge and Miss Aulich

Curriculum rationale:

The Art and Design faculty prides itself on developing creative and independent thinkers who are resilient and make positive contributors to their communities. Through the art curriculum we teach a broad range of transferable skills and practical knowledge that future employers and colleges require in a young person, and fully support all of our pupils to reach their full potential. 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 best at both Key stages. We are a welcoming department and 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 in both key stages and is a popular subject in both. 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 further or higher 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 what knowledge and skills every pupil should have in order to be successful. These also enable 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 at KS3 are based on four fundamental strands of the subject and are divided into skill based and knowledge-based concepts as outline below.

STC1 To be able use a range of the Formal Elements of Art and Design (Visual language) in observational drawing for a purpose.

STC2 To be able to use a variety of tonal shading, colour blending / mixing and mark-making skills in observational drawing and ideas.

STC3 To be able to explain and review sources, (critical studies) using subject specific language.

ST4 To be able to apply reflection and evaluation skills to tasks and activities, showing a personal response.

KTC1 Knowledge which underpins how to record ideas and observations inspired by a source using personal interpretation (imagination).

KTC2 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.

KTC3 Knowledge of how to develop and show a personal response that makes a visual connection to a source.

KTC4 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 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.

AO1 research and design

AO2 exploring and experimenting with different medias

AO3 recording ideas and observations

AO4 producing a personal response/ final piece



Curriculum overview:

KS3 Curriculum

For years 7, 8 and 9 the KS3 course is broken down into three termly units

Term one – Securing Drawing

Term two – Developing Creativity

Term three – Exploring Portraiture

All of the projects are linked to artists/craftspeople or designers and their relevant style of art or art movement. The KS3 course studies Art and Design in both a modern and historical context and explores the work of wide range of different artists including those from ethnic minority groups, the LGBT+ community, local, national and worldwide.

Year 7

Project one is based around the famous British artist Patrick Caulfield and focuses on developing pupils' basic skills through 3Dimensional drawing, colour theory, marking making and collage. Project two looks at the work of local artist Wilf Descent and explores graffiti, street art and print making. In project three pupils look at the theme of 'identity' and use artist Julian Opie as the inspiration to create a self-portrait that explores how they see themselves.

Year 8

Project one is based around biscuits and the work of Joel Penkman, 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 developing pupil's creativity by looking at comic books and creating characters. Project three continues the theme of identity and culture through self-image and 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 artist Sarah Graham, the second project is an in-depth study and personal extension of an artist independently chosen by the pupils. The final unit consists of a mixed media portrait based on the work of Talia Stanton.

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.

