



HUTTON GRAMMAR CHURCH OF ENGLAND SCHOOL

Art and Design
Curriculum
Information,
Intent and Map



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“In your relationship with one another have the same mindset as Christ Jesus ”
Philippians 2



Staff

Miss R Taylor – Subject Leader

Miss C Thompson

Intent:

Within Art we want all of our students to experience a wide range of skills and techniques. The belief that visual art shakes up, challenges and then eventually changes the accepted ways of thinking about or looking at the world is the foundation that the art curriculum is built upon. We encourage our pupils to be imaginative, to think 'outside the box' and to embrace the idea that new ways of seeing and looking at the world ultimately leads to the world becoming a different place. We introduce pupils to both existing contemporary artists and artists of the past in order to both inspire them and to demonstrate how art can promote change.

We look to build confidence in our pupils by insisting that 'anyone can be good at art' and have built our curriculum around manageable steps which allow students to increase their skills incrementally; it is also vital that students understand the importance of exploration and resilience. They are encouraged to try numerous techniques and from this make many mistakes that they can then learn from; in consequence students become more confident and develop a growth mind-set which benefits them not only in other subjects but during the many different stages of their lives, including the world of work.

It is important that pupils can see a future in the arts and how the subject can be linked to other areas in the curriculum so that education is delivered collaboratively, utilizing transferable knowledge/skills taught in other subjects and, in turn, learning skills within Art which can be applied elsewhere.

Critical thinking is developed by focusing on peer critiques; students learn respect and how to provide comments on improvement in a manner that is polite and also aids in allowing skills to thrive; this leads to providing pupils with the opportunity to develop their own ideas from a range of influences, supporting and championing personalisation within the curriculum. Students can use art as their voice, they can portray messages and opinions in a visual format;

some students may struggle to say and write their ideas however flourish when provided opportunities to promote them visually.

At KS3 in particular students focus on tasks which have a strong connection with Christian Values and link in with the subject of religious education and the whole school mission statement. This is portrayed not only through creating artwork in relation to themes of empathy and religious symbolism but also through the mindset of seeing art as a skill set that can be transferred to other subjects and career pathways. It is all the more important, therefore, that we give young people the opportunity to engage with materials in a creative and practical way, helping to prepare them for a future beyond the classroom. As stated in Exodus 35:35 'He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers-all of them skilled workers and designers.' It is important for all to see that in a world of expanding technology, there is still a need for traditional skills and dexterity.

Art and Design Programmes of Study: Key Stage 3 National Curriculum in England

Purpose of Study

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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Attainment Targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Subject Content in Key Stage 3

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.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



Art and Design Curriculum Map

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>Baseline Biscuit Drawing</p> <ul style="list-style-type: none"> -Observational drawing -Use of appropriate media, processes, techniques and the ways they are used. -Development of their work informed by appropriate secondary sources or observational drawing. -Development of their own strengths and interest in the subject. -Colour theory (harmonising colours) 	<p>Analysing artist and designers: Joel Penkman</p> <ul style="list-style-type: none"> -Investigate & research other artists work (article/reading) -Record ideas through planning, displaying intentions 	<p>Klimt Research Page</p> <ul style="list-style-type: none"> -Experiment and use appropriate media, processes, techniques, particularly paints (paint ratio) -Development of their personal work informed by appropriate secondary sources. -Development of their own strengths - Super curricular: Art Nouveau 	<p>Tree of Life Freestyle Patterns (Male/Female)</p> <ul style="list-style-type: none"> - Develop a meaningful and personal response - Importance of life and death and how this relates to religious values - Culture – why is visiting art galleries so important – article homework 	<p>Imagination Title Page</p> <ul style="list-style-type: none"> -Use of appropriate media, processes, techniques and the ways they are used -Development of their personal work informed by traditional and contemporary sources -Development of typography skills - Illustrator interview – importance of creative careers 	<p>Jan Pienkowski Silhouette Clay scene</p> <ul style="list-style-type: none"> -Develop understanding through investigations of artists and contemporary sources - Development of their own strengths and interest in the subject - How churches play a part in religion and art -3D Sculptural skills/working as part of a group
8	<p>Pop Art research page Everyday objects</p> <ul style="list-style-type: none"> - Investigate & research other artists work. - Experiment and use appropriate media, processes, techniques and the ways they are used. - Colour Theory (primary /secondary colours) - Development of their personal work informed by appropriate secondary sources 	<p>3D Clay Food</p> <ul style="list-style-type: none"> - Development of their own strengths. - Develop a meaning full response in 3D clay – emphasis on dexterity and working with one’s hands 	<p>Texture Title Page</p> <ul style="list-style-type: none"> - Experiment and use appropriate media, processes, techniques, particularly mark making - Development of their own strengths and highlight the importance of composition 	<p>Textured Hands 3D Cardboard Shoes</p> <ul style="list-style-type: none"> - Development of their personal 3D shoe work informed by appropriate secondary sources. - Develop a meaningful and personal response - Develop an understanding of “empathy” 	<p>Kris Tate Research Page</p> <ul style="list-style-type: none"> -Development of their personal work informed by appropriate secondary sources. -Development of their own strengths 	<p>Animal Collage In the style of Kris Tate</p> <ul style="list-style-type: none"> - Experiment and use appropriate media, processes, techniques include ICT. -Develop a meaningful and personal response -Use Photoshop skills - Graphic Designer Career

9	<p>One Point Perspective Two Point Perspective</p> <ul style="list-style-type: none"> -Measurement techniques in one and two-point perspective - Development of their own strengths. - Keywords in regards to perspective - Careers that make use of visual perspective <p>In the style of Maja Wronska</p> <ul style="list-style-type: none"> - Development of their personal work informed by appropriate primary and secondary sources - Develop knowledge on perspective and how it is useful in their own creations 	<p>Kyle Henderson Artist research page</p> <ul style="list-style-type: none"> -Experiment and use appropriate media, processes, techniques and the ways they are used (spray dyes/marbling) - Development of their own strengths - Typography, composition and annotation skills (reflective) <p>Hutton Collage in the style of Kyle Henderson</p> <ul style="list-style-type: none"> - Development of their personal work informed by appropriate primary and secondary sources 	<p>Animals – Birds</p> <ul style="list-style-type: none"> -Enforce past skills of composition and typography (Birds title page) - Investigate & research other artists work. (Mark Powell) - Experiment and use appropriate media, processes, techniques and the ways they are used. 	<p>Birds</p> <ul style="list-style-type: none"> -Development of their personal work informed by appropriate secondary sources -Development of their own strengths 	<p>Portrait Measurements</p> <ul style="list-style-type: none"> -Use of measurement technique when drawing faces -Experiment techniques and the ways they are used (continuous line) - Development of their own strengths 	<p>Kris Trappeniers Artist research page Portrait in the style of Kris Trappeniers</p> <ul style="list-style-type: none"> - Development of their personal work informed by appropriate primary and secondary sources - Develop a meaningful response in accordance with the selected artist
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We follow the AQA Specification B GCSE specification.

10	<p>Coursework Project 1: Food</p> <p>Generating Ideas/Project Brief Artist Research X2 Compare and Contrast</p>	<p>Coursework Project 1: Food</p> <p>Experimenting media Planning Design Ideas Stop and Reflect</p>	<p>Coursework Project 1: Food</p> <p>Final Outcome Photoshop Evaluation</p>	<p>Coursework Project 2: Animals</p> <p>Generating Ideas/Project Brief Artist Research X2 Compare and Contrast</p>	<p>Coursework Project 2: Animals</p> <p>Experimenting media Planning Design Ideas Stop and Reflect</p>	<p>Coursework Project 2: Animals</p> <p>Final Outcome Photoshop Evaluation</p>
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	<p>In the style of Primary photos</p> <p>-Development of their personal work informed by appropriate primary and secondary sources.</p> <p>- Development of their own strengths.</p>	<p>- Experiment and use appropriate media, processes, techniques and the ways they are used.</p>	<p>- Develop a meaningful response in accordance with the set brief</p>	<p>In the style of Primary photos</p> <p>-Development of their personal work informed by appropriate primary and secondary sources.</p> <p>- Development of their own strengths.</p>	<p>- Experiment and use appropriate media, processes, techniques and the ways they are used.</p>	<p>- Develop a meaningful response in accordance with the set brief</p>
11	<p>Mock Exam</p> <p>Generating Ideas/Project Brief Artist Research X2 Compare and Contrast In the style of Primary photos</p> <p>-Development of their personal work informed by appropriate primary and secondary sources.</p> <p>- Development of their own strengths.</p>	<p>Mock Exam</p> <p>Experimenting media Planning Design Ideas Final Outcome</p> <p>- Experiment and use appropriate media, processes, techniques and the ways they are used.</p> <p>- Develop a meaningful response in accordance with the set brief</p>	<p>Exam</p> <p>Generating Ideas/Project Brief Artist Research X2 Compare and Contrast In the style of Primary photos</p> <p>-Development of their personal work informed by appropriate primary and secondary sources.</p> <p>- Development of their own strengths.</p>	<p>Exam</p> <p>Experimenting media Planning Design Ideas Final Outcome</p> <p>- Experiment and use appropriate media, processes, techniques and the ways they are used.</p> <p>- Develop a meaningful response in accordance with the set brief</p>	<p>Exam</p> <p>Final Outcome/artwork display</p>	<p>GCSE Examinations</p>

