

# Art & DESIGN Curriculum



**School Vision:** Positively Changing Lives

**Trust Vision:** Personal Growth and Academic Excellence

**School Values:** Respect, Aspiration, Determination, Independence

***‘All children are born artists;  
the problem is to remain an  
artist as we grow up’ Picasso***

## **Vision:**

***'Creativity now is as important in education as literacy and we should treat it with the same status'*** Ken Robinson

At Reddish Vale we believe that the visual arts offer the opportunity for pupils to complete an experience created on the elements of perception, thought and feeling. This explorative experience is basic to the education process enriching both other areas of the curriculum and students' social skills. We want to motivate, inspire and challenge pupils and feel that through understanding, creating, making and evaluation, the pupils will be able to think creatively and to express themselves through visual language. We seek to broaden the pupils' background knowledge and appreciation of art in a variety of genres and styles from different cultures and times.

***'If you are not prepared to be wrong you will never come up with anything original'*** Ken Robinson

## **Ethos:**

- **To create a totally inclusive curriculum where every child can build confidence and self-esteem.**
- **Give children an opportunity to create a visual language which says something about the way they see and understand a world which is not always as it appears.**
- **Use art as a facilitator to communicate their own thoughts, feelings, ideas and passions.**

## **The relationship between Art and Faith/Spirituality:**

Art reflects, responds to, is shaped by - and even shapes – belief.

An expressive art is the process of art-making rather than the art product itself. In this way, art-making becomes accessible to anyone, because the creative process is central to the journey of discovery, rather than what the final product will look like. The spiritual life, like the expressive arts, is largely about process rather than product.

Spirituality can be the journey, which suggests a sense of constant movement and progression therefore never fully arriving but are always discovering, slowly bringing the whole of ourselves and our experiences to our crafting of meaning. We believe Reddish Vale offers the experience for pupils to try to understand the world in which they live and where they belong in this world.

# KS3

## **Intent**

### The Big Idea

What do we want to achieve through our curriculum?

Pupils are encouraged to explore and develop their creativity in a supportive, enriching and inspirational environment. Our aspirational and inclusive curriculum is designed to promote academic excellence and build personal growth in an explorative approach.

The formal elements introduced in year 7 are enhanced and developed throughout key stage three. Each of the projects are designed to offer an interesting, challenging and fulfilling experience encouraging pupils to think creatively and critically about their own work and the work of others. All pupils should have by the end of this key stage; self-belief, an understanding of the impact the Art world has had through the centuries and a range of key skills which they can apply at a higher-level if they so choose.

We believe that all pupils should have a full and enriching journey through Art, allowing them to develop a wide range of skills and knowledge to make a positive difference to all aspects of their life.

## **Implementation**

How is our curriculum delivered? Core Concepts and Pedagogy

We believe that to gain conceptual understanding and gradually build on the learnt skills, the lesson sequencing and subject expertise should be at the heart of creative pedagogical approaches. At the start of their learning journey in Y7, pupils will quickly learn to dispel the myth 'you can/can't draw' and begin to practice and refine a range of skills which are sequenced in a way that develop techniques and knowledge using appropriately selected examples. Through reflective and analytical studies, pupils will learn to apply particular techniques and media in a way that reflects a theme/topic yet allows for a truly individual outcome. Techniques are refined and 'extended' and expectations of all pupils are high throughout this key stage. A range of support materials including 'real' examples by practitioners as and where appropriate and the modelling of techniques in all practical lessons scaffold all learning.

## **Impact**

What difference is our curriculum making?

We believe assessment should be meaningful and support our pupils in their progression. Teacher, self and peer assessment is used at key points through the year to allow for reflection and refinement where necessary. Summative assessment is used at key points throughout the curriculum but we believe that formative assessment provides the most effective and powerful impact on pupil progression as this is individualised for each student due to the nature of the subject. Through the completion of a rich and varied curriculum, pupils grow and develop in their confidence and ability to reflect, refine and select. This is an essential building block for key stage 4 success.

# Art & Design Schemes of Work KS3

*“Art is not what you see, but what you make others see.”*

- Edgar Degas

**'Learning to look'** At KS3 all students will be taught how to look and observe. By understanding this process students will then be able to apply techniques and methods. Discussions and critiques of work made and artist & Cultures is throughout the year to facilitate annotation based on personal thoughts, opinions and choices made. Methods and processes are underpinned by explorative approaches to themes and medium that are repeated and practised in preparation for KS4 study.

Year group	Term 1	Term 2	Term 3
7	<b>Colour</b> <b>A01:</b> Artist research pages of an artist linked to the colour theme (David Hockney).	<b>Still Life</b> <b>A01:</b> Artist research pages of an artist linked to Still Life (Carolee Clark).	<b>Aboriginal Art</b> <b>A01:</b> Artist research pages of Aboriginal art.
	<b>A02:</b> Experimental colour mixing (colour wheel, colour theory) Experimental mark making linked to David Hockney	<b>A02:</b> Pattern development linked to Carolee Clark Fitting a pattern within a shape	<b>A02:</b> Symbol story development Scraffito technique practise
	<b>A03:</b> Landscape drawing Homework tasks	<b>A03:</b> Still Life Observational drawings Homework tasks	<b>A03:</b> Australian animal drawings Homework tasks
	<b>A04:</b> Final outcome: David Hockney inspired landscape using mixed media	<b>A04:</b> Final outcome: Carolee Clark inspired Still Life drawing using watercolour paint and pencil crayon	<b>A04:</b> Aboriginal art inspired wall hanging
	<b>New skills gained:</b> Artist appreciation / opinions Colour theory and mixing Mark making, observational drawing	<b>New skills gained:</b> Pattern development and composition <b>Development of prior skills:</b> Artist appreciation / opinions. Observational drawing	<b>New skills gained:</b> Scraffito technique. Symbol understanding Understanding of a culture <b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition
8	<b>Tone</b> <b>A01:</b> Artist research pages of an artist linked to Tone (A. Joseph)	<b>Graffiti Art</b> <b>A01:</b> Artist research pages of an artist linked to Graffiti art (Banksy)	
	<b>A02:</b> Experimental mark making Linked to Andrea Joseph Experimenting with different materials to show tone	<b>A02:</b> Developing / creating a range of graffiti lettering styles Experimenting with shading techniques Enlargement of tag design Fitting lettering and drawings within a shape.	
	<b>A03:</b> Observational drawings of everyday objects Homework tasks	<b>A03:</b> Observational shoe drawings Enlargement drawing. Homework tasks. Character and symbol drawings	
	<b>A04:</b> Final outcome: Andrea Joseph inspired arrangement of objects. Tone added using a range of techniques	<b>A04:</b> Final outcome: Graffiti wall with tonal bricks, graffiti shoe design and developed graffiti tag	
	<b>New skills gained:</b> Shading using a range of techniques and materials <b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing Composition	<b>New skills gained:</b> Lettering – graffiti style tag Enlargement drawing Trace and transfer <b>Development of prior skills:</b> Artist appreciation / opinions / debate Observational drawing. Shading. Composition	
9	<b>Food Sculptures</b> <b>A01:</b> Artist research pages of an artist linked to Food: Joel Penkman and Peter Anton Homework tasks	<b>Past exam paper – ‘Wish you were here’</b> <b>A01:</b> Artist research pages of an artist linked to ‘Wish you were here’ Pupil independent research	
	<b>A02:</b> Ideas for a final piece (3D food sculpture) Experimenting with different materials	<b>A02:</b> Ideas for a final piece Experimenting with different materials	
	<b>A03:</b> Observational drawings of relevant objects e.g. cakes, chocolate bars and meals Homework tasks	<b>A03:</b> Observational drawings of relevant objects Homework tasks	
	<b>A04:</b> Final outcome (as planned independently) – 3D Food sculpture	<b>A04:</b> Final outcome (as planned independently)	
	<b>New skills gained:</b> Independent research, working independently Working to a brief Creating design ideas <b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition	<b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	
9	<b>Expressive Arts</b> <b>Thematic Study- Manchester</b> Our curriculum is designed to enable pupils to acquire and develop music, art, dance and drama skills, using a wide range of materials and processes.		

# KS4

## **Intent**

### The Big Idea

What do we want to achieve through our curriculum?

Pupils are encouraged to explore and develop their creativity in a supportive, enriching and inspirational environment. Our aspirational and inclusive curriculum is designed to promote academic excellence and build personal growth in an explorative approach.

The skills they will build on and refine at Key stage 4 will allow them to be confident in their ability to express themselves through a visual language over time. The projects covered at key stage 4 allow students to develop a varied portfolio of work, which demonstrates a high level of skill in two or more specialisms. The development of a successful portfolio follows a personal journey, which, while it must meet the formal assessment criteria is a visual display of experimentation and expression. The increased volume of carefully selected artists and topics, encourage pupils to further explore the work of both contemporary and historical artists and apply knowledge where appropriate to them as an individual. Pupils should feel a strong sense of pride in their work and take complete ownership as their work develops.

We believe that all pupils should have a full and enriching journey through Art, allowing them to develop a wide range of skills and knowledge to make a positive difference to all aspects of their life.

## **Implementation**

How is our curriculum delivered? Core Concepts and Pedagogy

While projects are still highly structured and in depth at the start of Key stage 4, over time and through the careful selection of topics covered, pupils will learn through these briefs how to produce a range of experimentations that reflect the themes, artists and medias intended with confidence and maturity. Pupils will apply the techniques practiced at key stage three and where necessary continue to refine their work. As students continue their learning journey, they will take more ownership over decisions and selections made for the final stage of their portfolio development. Through continued discussion and personalised feedback, students will have the confidence required to put their own signature style on their portfolio and self-direct how to produce the desired outcome.

## **Impact**

What difference is our curriculum making?

We believe assessment should be meaningful and support our pupils in their progression. Teacher, self and peer assessment is used at key points through the year to allow for reflection and refinement. Feedback is continuous and will inform pupils individually about suggested improvements or ideas for further development. Pupils are encouraged to personalise their work and in doing so, this often 'drives' the pupils on. Their ideas and opinions are often a catalyst for the most successful work and during the 1-1 tutorial-based lessons in the later part of the course; pupils are supported with exemplar work, teacher knowledge and many other available resources. Pupils become experts in their own right and are enthused by the impressive outcomes displayed around the School. The improved outcomes year on year are testament to the challenging and rewarding Art learning journey and is evidenced through the impressive portfolios our pupils continue to produce.

# Art & Design Schemes of Work KS4

*“Art is not what you see, but what you make others see.”*

- Edgar Degas

GCSE projects are planned so that teachers take full ownership of the individual discipline. This allows the projects to cover diverse themes, developing and planning always changing and progressing. Schemes of work can be planned with rigour and prescriptive directions for pupils or loose and organic stimulus's providing pupils with a certain amount of control for where and how their work may evolve.

**Drawing for INTENTION/PURPOSE underpins every project.**

**An element of RISK TAKING is encouraged in personal responses.**

**EXPLORATION is the key to success.**

Art, craft and design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Pupils explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art. The course is 60% coursework and 40% externally set exam which will happen in the final year.

Year group	Term 1	Term 2	Term 3	
10	<b>Surrealism</b> <b>AO1:</b> Artist research pages of an artist linked to 'Surrealism' and book sculptures (Jade Harvey – Brown, Sue Blackwell) Pupil independent research Homework tasks		<b>Natural Forms</b> <b>AO1:</b> Artist research pages of an artist linked to Natural Forms (Lucy Arnold) Pupil independent research Homework tasks  <b>AO3:</b> Observational drawings of objects linked To pupils own choice of Natural Form, wide range of media Homework tasks	
	<b>AO2:</b> Ideas for a final piece (Book sculpture plans) Experimenting with different materials onto book pages Paper manipulation experiments			
	<b>AO3:</b> Observational drawings of objects linked to Alice in Wonderland, wide range of media Homework tasks			
	<b>AO4:</b> Final outcomes (as planned independently) Book sculpture? Paper manipulation final piece Book (including front cover design) displaying successful book pages			
	<b>New skills gained:</b> Paper manipulation techniques <b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas			
11	<b>Natural Forms (continued)</b> <b>AO2:</b> Ideas for a final piece Experimenting with different materials	<b>Mock Exam</b> <b>AO1: Artist research</b>	<b>Exam preparation</b> <b>AO1:</b> Artist research pages of an artist linked to chosen question	<b>Exam preparation</b> <b>AO1:</b> Artist research pages of an artist linked to chosen question
	<b>AO4:</b> Final outcome (as planned independently)	<b>AO2: Experimenting Ideas</b>	<b>AO2:</b> Ideas for a final piece Experimenting with different materials	<b>AO2:</b> Ideas for a final piece Experimenting with different materials
	<b>AO4:</b> Final outcome (as planned independently)	<b>AO3: Drawings</b>	<b>AO3:</b> Observational drawings of relevant objects. Photos / collages / collecting	<b>AO3:</b> Observational drawings of relevant objects. Photos / collages / collecting
	<b>AO4:</b> Final outcome (as planned independently)	<b>AO4: Final outcome</b>	<b>AO4:</b> Final outcome (as planned independently)	<b>AO4:</b> Final outcome (as planned independently)
	<b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	<b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	<b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	<b>Development of prior skills:</b> Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas

Functional Skills:	
Literacy	Numeracy
Class discussions using key words (on board and around the classroom). Bloom's taxonomy used (random selection colour coded questions) to ensure the questioning is challenging for every pupil and to encourage higher thinking skills.  Annotating artwork by the pupil's chosen artist using Bloom's taxonomy questions. Pupils encouraged to include their own opinions.	<ul style="list-style-type: none"> <li>Working out the layout / composition</li> <li>Drawing to scale, using a ruler</li> <li>Drawing 3D shapes and forms</li> <li>Constructing 3D models / sculpture</li> <li>Repeat patterns</li> <li>Working from a 2D plan</li> </ul>

Writing frames used where necessary.  
 Planned MAD time and written and verbal peer and self-assessment activities (planned support where needed)

**Contribution to students social, moral, spiritual, cultural, personal development & wellbeing**

Social	Moral	Spiritual	Cultural	Personal development & well being
<p>Pupils learn about a range of art movements and artists.</p> <p>Pupils express their own ideas, opinions and feelings about the artwork during class discussions. We use Bloom's taxonomy questioning to encourage pupils to express their thoughts and opinions about a given piece of artwork. When a pupil is explaining their thoughts / opinions, the rest of the class are expected to listen carefully. The behaviour expectations are displayed and explained at the start of the lesson.</p> <p>Pupils also express their opinions through written work. Pupils are able to justify their opinions. Pupils are encouraged to be experimental and to take risks in their work.</p> <p>Pupils regularly reflect on their own work. This includes responding to my written feedback which gives the pupils strengths and targets for improvement in their work.</p>	<p>Pupils are encouraged to discuss any moral issues linked to the artist / style / movement.</p> <p>Pupils actively contribute in class discussions about the opinion of art critics. Pupils have the opportunity to learn about the life, work and inspirations of a wide range of artists and art movements, including reference to the Great Masters</p>	<p>Pupils work is celebrated around the school. 'Excellent homework' boards and classroom displays also celebrate the hard work of pupils.</p> <p>We study a wide range of male and female artists from all over the world. Pupils develop communication skills through actively contributing in class / group discussions. Pupils express their own opinions; Bloom's taxonomy to help pupils to use higher level thinking skills.</p> <p>Regular peer and self-assessment is completed regularly. Pupils are taught to give and receive positive criticism in order to inform ideas and decisions about their work.</p>	<p>Pupils are encouraged to experiment with a variety of traditional and non-traditional art materials and processes.</p> <p>We study a wide range of male and female artists from all over the world and from a wide range of cultures. Following their initial research, pupils will link their findings to their own work. Pupils will develop their knowledge and understanding of artist's ideas and concepts and how they have been informed by their cultural environment.</p>	<p>In Art, we regularly discuss the skills we are using and how they link to different careers. We discuss our Art careers board.</p> <p>Pupils are encouraged to express feelings and emotions through creating their artwork</p> <p>Our lunchtime art club is well attended.</p>

Careers/ Gatsby benchmark links				
Links to careers/jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further/higher education
Art display (outside the art rooms) shows links to careers and further education. KS3- When discussing criteria links are made to art skills needed for all industries. KS4 – Through 1:1 progress meetings time is given to discuss future pathways linking learning to their future.	Year 8 - Presentation by a successful landscape artist (also an ex pupil). Artist to present their journey. To be confirmed	Regular research by staff are undertaken to explore the changes in the industry.	Yorkshire sculpture park visit planned for July 2020. Pupils will work alongside professional artists. Year 9 pupils visited Manchester gallery (September 2019), pupils had the opportunity to speak to gallery workers	Arranging for two past pupils to come and present to year 10 about college life and art courses. Year 8 pupils complete a trip to university to experience University life and gain valuable info for subject choices. Year 10 receive taster days for local colleges. Summer term.

**Where will this Subject take me? And jobs!**

**Jobs where you will need good artistic or technical skills. You will usually need to go to college to develop these.**

Body Artist, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker

**Jobs where a degree or professional qualification is usually needed. You will usually need to go to University or a Specialist College.**

Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Fashion Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer