



## Curriculum Intent, Implementation & Impact

**Vision:** To deliver an Art curriculum where everyone can achieve to their full potential.



<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Our intent for the curriculum in Art is to create confident and inquisitive visual learners through a nourishing course based on skills and understanding of the subject. We aim to equip students with the necessary tools to create, experiment and explore ideas with an enthusiasm and interest for their world. These ideas and interests can then be used to produce a variety of outcomes in a full range of media. We aim to develop an understanding of visual language by looking at the work of old and contemporary artists and makers as well as the way art reflects and shapes the world, we live in. Our curriculum will allow students to build their own ideals and thoughts on the world through sustained investigations and purposeful risk taking to realise their intentions. We nurture these transferable skills to equip students for life both in and after school.</p>	<p>We aim to produce a high-quality delivery of the core themes and objectives within Art and Design to enable confident and independent learners to grow with each key stage. We create an ethos of high standards and expectations in the department whilst also ensuring all students needs are supported and maintained throughout the courses of study. As a team we have developed programs of study for each key stage which build upon each other and expand on the scaffolding of the year before. Where initially projects are tutor led, they then allow for individuality to shine while maintaining the skill and understanding required to achieve success. The department is well equipped with a diverse range of equipment and materials which allow students to have a full and diverse experience in Art, ranging from traditional printmaking to digital photography. At Key Stage 4 and Key Stage 5 students further develop the skills to create work with complete independence and can fully utilise these experiences to enrich and develop their experimental portfolios.</p>	<p>We are confident that students experience a full, diverse curriculum which allows them to develop ideas, refine work by experiencing materials, record observations and insights and produce personal outcomes. These skills allow students to build a visual and tactile response to the world around them. Work at all levels is monitored with both summative and formative feedback for tasks and challenges set for each project they are working on. Outcomes of this data will be used to implement both rewards and support where appropriate. All outcomes are monitored against targets to meet individuals needs for growth in our subject.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 7</b>	Introduction to the formal elements; Scheme title: The Visual Elements	Artist research and contextual understanding; Scheme title: 'In the style of'	Recording ideas and painting experimentation: Still-life	Painting processes and recording progress	Introduction to printmaking; Landscapes	Introduction to non-Western Art
<b>YEAR 8</b>	Introduction to Portraiture	Artist research and contextual understanding	Recording ideas, techniques and processes	Making processes and recording progress	Movements and Styles; critical, contextual understanding	Introduction to a 20 <sup>th</sup> Century Art movement
<b>YEAR 9</b>	Artist research and contextual understanding	Recording ideas from primary and secondary observations	Artist research and contextual understanding	Recording ideas from primary and secondary observations	Understanding 3D-construction and direct observation	Understanding 3D-construction; designing, planning and making for a purpose
<b>YEAR 10</b>	Component 1 Research, contextual understanding and observational drawing	Component 1 Recording ideas and experimenting with 2D processes	Component 1 Experimenting with techniques and processes: Print and 3D	Component 1 Planning for a purpose; recording from observation, exploring secondary source materials	Component 1 Creating for a purpose; recording progress	Component 1 Creating for a purpose; recording progress
<b>YEAR 11</b>	Component 1 Creating for a purpose; recording progress	Component 1 Evaluating progress	Component 2 Externally set assignment preparation portfolio	ESA Timed/invigilated 10hr exam		
<b>YEAR 12</b>	Component 1 Artist research and investigation, Contextual understanding and observational drawing	Component 1 Recording ideas, Portfolio workshops, recording progress	Component 1 Recording ideas, Portfolio workshops, recording progress	Component 1 Personal investigation; consolidation	Component 1 Evaluation and personal development	Component 1 Personal investigation and Extended writing/Essay
<b>YEAR 13</b>	Component 1 Personal investigation and consolidation	Component 2 Exam portfolio preparatory studies	Component 2 Exam portfolio preparatory studies	Component 2 Exam portfolio preparatory studies	Component 2 EXAM	



School of  
**CHARACTER**

**RESPECT** SELF-DISCIPLINE **COURAGE**  
OPEN-MINDEDNESS **MOTIVATION**  
**RESILIENCE** CONFIDENCE **INTEGRITY**  
COMPASSION **CURIOSITY**

