**Curriculum Intent**

The art curriculum is intended to build the skills, knowledge and creative curiosity required for students to become contemporary artists.  A consequence of this being exam success at GCSE then A level and/or enriching cultural capital for those not opting for GCSE or beyond.  The curriculum is structured to build diverse creative skills including drawing, using materials, writing about art (describing, analysing, and annotating), having ideas, being curious about the world and how context impacts our views, and realising ideas by making their own art.  This is designed in a way to provide both support and ambitious growth for individual students.

The structure is designed to be clear, coherent and logically sequenced.  It builds upon and revisits prior knowledge throughout the key stages. We aspire to always reference a diverse selection of art, artists, designers, craftspeople, photographers and makers so all students can see themselves represented at some stage. The department is a supportive, inclusive community that celebrates difference and the achievement of our artists of all ages and stages. At KS4 and KS5, the curriculum is highly personalised, designed to stretch and challenge individuals to be personally ambitious in their skills and thinking, so they can achieve strong results and progress to their preferred destinations.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 10** | **BROAD** | Core content, knowledge and skills | **Structures:** introduction to investigating a theme, teacher led activities building the understanding of skills and requirements of the assessment objectives including: drawing, mind mapping, artists analysis, using materials. Initially looking at organic structures. | **Structures:** Continuation of Structures project building on prior knowledge, exploring man-made structures, printing and clay processes. | **Structures:** Personalisation of the structures project with own focus area chosen, developed and a personal response planned. | **Structures:** finalisation of this project with a sustained assessment period to create personal response and refine book work.    **Identity:** a broad based introduction including portraiture drawing and painting, historical and cultural exploration, conceptual engagement-masculinity. | **Identity:** exploring the possibilities of showing identity through art leading into the personalisation of the project.  Workshops to develop a wider range of practical skills. Development explored thematically based upon students on focus area. | **Identity:** development and refinement of ideas continues including an exam creating lino prints |
| **COHERENT** | Prior knowledge required to access this unit | Skills in drawing, writing/talking about art and using a range of materials appropriate to their level. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, printmaking, ceramics, developing ideas to work towards a personal response. | | | |
| **EMPOWERING** | Key vocabulary | Develop  Refine  Record  Personal response  Drawing  Tone | | Texture  Mark-making  Line  Form  3D  Sculpture | | Textiles  Installation  Contemporary art  Analysis  Annotation  Evaluation. | |
| **CHALLENGING** | Super curricular recommendations | External gallery visits, YouTube tutorials for new materials/techniques and processes, MOOCS, Reading List:  Watch: The Shock of the New <https://www.youtube.com/playlist?list=PLFtSvldL7Mh4ismj4BgH33pBR9hbtBkxz>  What Do Artists Do all Day? <https://www.bbc.co.uk/programmes/b01rjr1d/episodes/guide>  All in the Best Possible Taste-Grayson Perry, The Power Of Art-Simon Schama BBC,  The Private Life of a Masterpiece-BBC.  Listen-podcasts/talks: Talk Art Podcast, Reith Lectures, Only Artists. | | | | | |

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 11** | **BROAD** | Core content, knowledge and skills | **Identity:** personalised development of the project.  Workshops to develop a wider range of practical skills. Development explored thematically based upon students on focus area.  Students build and refine their ideas as they progress. | **Identity:** personalised development of the project.  Workshops to develop a wider range of practical skills. Development explored thematically based upon students on focus area.  Students build and refine their ideas as they progress-leading to final coursework submission. | **ESA:** As near to 1st January as possible, students are given their externally set assignment. Questions are selected, students gather sources from primary and secondary sources, analyse artists, explore materials and develop their ideas as they progress. | **ESA:** As near to 1st January as possible, students are given their externally set assignment. Questions are selected, students gather sources from primary and secondary sources, analyse artists, explore materials and develop their ideas and plan their personal response. | **Exam:** students sit their 10 hour exam and submit their portfolios. |  |
| **COHERENT** | Prior knowledge required to access this unit | Skills in drawing, writing/talking about art and using a range of materials appropriate to their level. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, printmaking, ceramics, developing ideas to work towards a personal response. | | | |
| **EMPOWERING** | Key vocabulary | Develop  Refine  Record  Personal response  Drawing  Tone | | Texture  Mark-making  Line  Form  3D  Sculpture | | Textiles  Installation  Contemporary art  Analysis  Annotation  Evaluation. | |
| **CHALLENGING** | Super curricular recommendations | External gallery visits, YouTube tutorials for new materials/techniques and processes, MOOCS, Reading List:  Watch: The Shock of the New <https://www.youtube.com/playlist?list=PLFtSvldL7Mh4ismj4BgH33pBR9hbtBkxz>  What Do Artists Do all Day? <https://www.bbc.co.uk/programmes/b01rjr1d/episodes/guide>  All in the Best Possible Taste-Grayson Perry, The Power Of Art-Simon Schama BBC,  The Private Life of a Masterpiece-BBC.  Listen-podcasts/talks: Talk Art Podcast, Reith Lectures, Only Artists. | | | | | |