**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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 12** | **BROAD** | Core content, knowledge and skills | Introductory project based on the theme **Inside/Outside** starting with a focused section on carboard boxes.    Skills: artist analysis, presentation of sketch book pages, drawing, painting, artist responses, casting, developing ideas and personal response. | Personal focus of Inside/Outside chosen by student.    Skills: recording, development of ideas, personal response, print-making and consolidation. | Personal focus of Inside/Outside chosen by student.    Skills: recording, development of ideas, personal response, consolidation and final personal response. | Students begin own choice Personal Investigation.    Skills: mind-mapping, research, recording, development of ideas, personal response, consolidation and final personal response. | Students continue developing Personal Investigation.    Skills: research, recording, development of ideas, personal response, refinement, consolidation and personal responses. | Students continue developing Personal Investigation and present their work in the final exhibition.    Skills: research, recording, development of ideas, personal response, refinement consolidation, final personal response and curation/exhibition presentation skills. |
| **COHERENT** | Prior knowledge required to access this unit | Knowledge of the Art & Design process under any specialism.  Practical skills. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, casting, developing ideas and personal response. | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, casting, developing ideas, print-making and personal response. | | | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, casting, developing ideas, print-making, final personal response, curation and exhibition presentation skills. |
| **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. | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 13** | **BROAD** | Core content, knowledge and skills | Students continue developing Personal Investigation.    Students develop their essay.    Skills: research, recording, development of ideas, personal response, refinement, consolidation, evaluation and personal responses. | Students continue developing Personal Investigation.    Students finalise their essay.    Skills: research, recording, development of ideas, personal response, refinement, consolidation, evaluation and personal responses. | **ESA:** As near to 1st February 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:** students continue gather sources from primary and secondary sources, analyse artists, explore materials, develop their ideas and plan their personal response. | **Exam:** students sit their 15 hour exam and submit their portfolios. |  |
| **COHERENT** | Prior knowledge required to access this unit | Artist analysis, presentation of sketch book pages, drawing, painting, artist responses, casting, developing ideas, print-making, final personal response, curation and exhibition presentation skills. | | | | | |
| **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. | | | | | |