

<b>Subject</b>	<b>ART &amp; DESIGN</b>
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<p style="text-align: center;"><b><u>Whole school curriculum purpose</u></b></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><b><u>Subject purpose</u></b></p> <p>Enable all students to access a range of creative subjects which foster their ability to be visual and creative thinkers and develop visual language skills in an ever more digital and media driven world where images are prevalent. We intend for all students to develop practical skills in order to be able to express themselves creatively across a range of disciplines and subject areas and prepare them for creative pathways leading to a diverse range of career opportunities in the creative industries. We wish to develop the imagination of students and give them opportunities to work collaboratively on projects which enrich their ability to communicate through the creation of artefacts and images both in 2D and 3D to learn how to manipulate media and materials and learn techniques necessary for self-expression. We aim to incorporate opportunities to use digital media in this process.</p>
<p style="text-align: center;"><b><u>Whole school curriculum principles</u></b></p> <ul style="list-style-type: none"> <li>● <b>Entitlement:</b> Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it.</li> <li>● <b>Coherence:</b> Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</li> <li>● <b>Mastery:</b> We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.</li> <li>● <b>Adaptability:</b> The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.</li> <li>● <b>Representation:</b> We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity</li> </ul>	<p style="text-align: center;"><b><u>Subject principles</u></b></p> <ul style="list-style-type: none"> <li>● <b>Entitlement:</b> The Creative Arts curriculum gives students the opportunity to study a wide range of artists, designers, and crafts people from a diverse range of cultures, time periods, styles, and movements. Students have the possibility of visiting galleries and museums to develop their cultural understanding and to enrich their practical experience in the classroom.</li> <li>● <b>Coherence:</b> The Curriculum is designed to develop practical skills across the disciplines so that students can build on prior knowledge and understanding with each new practical unit they undertake.</li> <li>● <b>Mastery:</b> The skill sets that students acquire through their study of Creative Arts subjects builds over time to give them the tools to become more sophisticated and confident with the media materials and techniques they are using</li> <li>● <b>Adaptability:</b> The creative Arts curriculum equips students to be confident in applying their creative skills in a wide range of situations including participating in art activities in the local community, competitions and events.</li> </ul>

and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.

- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- **Representation:** All students will be able to see a diverse range of cultures, traditions and beliefs represented through the study of Creative Arts subjects which will cover work made by artists, designers and craftspeople from all around the world through different time periods.
- **Education with character:** Through the study of Creative Arts subjects students will be able to experiment with new ways of working which require creative thinking and risk taking, working in an environment where failure is a steppingstone in working towards success, building resilience. Students will develop a widening interest in the world around them through the study of the Creative world, thus becoming global citizens.

## Curriculum Overview

### Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	<b><u>Fundamentals Part One</u></b> <b><u>The formal elements of Art</u></b>	<ul style="list-style-type: none"> <li>The first unit in Year 7 is the building block for the curriculum.</li> <li>Each formal elements are studied separately with a diverse range of artists or craft people / technique focus each lesson</li> <li>By ensuring that students have a solid grounding in the essential techniques and knowledge the following units can be taught in sequence.</li> <li>Each element of Art is studied separately with a different artist each time</li> </ul>	<b><u>Fundamentals Part Two</u></b> <b><u>The formal elements of Art</u></b>	<ul style="list-style-type: none"> <li>The first unit in Year 7 is the building block for the curriculum.</li> <li>Each formal elements are studied separately with a diverse range of artists or craft people / technique focus each lesson</li> <li>By ensuring that students have a solid grounding in the essential techniques and knowledge the following units can be taught in sequence.</li> <li>Each element of Art is studied separately with a different artist each time</li> </ul>
Year 8	<b><u>Abstraction Part 1</u></b>	<ul style="list-style-type: none"> <li>To continue learning about the History of Art, craft, design and architecture, including periods, styles and major movements from ancient times up to present day.</li> <li>To select from and use given images, objects and information</li> <li>To intuitively control and manipulate a range of media in my observations</li> <li>To evaluate how an artwork fits its genre and explain the features used</li> </ul>	<b><u>Abstraction Part 2</u></b>	<ul style="list-style-type: none"> <li>To research the work of others and collect relevant information and visuals</li> <li>To explore and refine their work as they use the mediums, techniques and processes seen in others' work</li> <li>To develop a concept of good analytical and evaluative writing</li> </ul>
Year 9	<b><u>Identity/Icons Part 1</u></b>	<ul style="list-style-type: none"> <li>The sequence shows a progressively challenging thematic approach whereby students look at themes and issues which ask challenging questions.</li> <li>To exploit a large range of mediums and formats to record my observations and experiences</li> <li>To record my ideas with annotation that shows some understanding of critical vocabulary</li> <li>To exploit tonal value to show the contrasts of light and colour</li> </ul>	<b><u>Identity/Icons Part Two</u></b>	<ul style="list-style-type: none"> <li>To grasp the intrinsic value in learning about the world around us through Art.</li> <li>To fluently investigate the work of others to support their personal judgements and developments</li> <li>To be able to comment on the social and historical contexts of when the work was made</li> </ul>
Year 10	<b><u>Component 1: Portfolio</u></b> <b><u>Personal Possessions</u></b> <b><u>Objects Part 1</u></b>	<ul style="list-style-type: none"> <li>Step up to GCSE with a theme-based project aiming to explore and develop skills through a series of tasks, exploring new materials and refining skills</li> </ul>	<b><u>Component 1: Portfolio</u></b> <b><u>Personal Possessions</u></b> <b><u>Objects Part 2</u></b>	<ul style="list-style-type: none"> <li>To record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> </ul>

		<ul style="list-style-type: none"> <li>To close identified learning gaps after successive lockdown in a teacher led project</li> <li>To develop ideas through investigations, demonstrating critical understanding of sources</li> <li>To explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul> <p><b>STUDENTS ARE ASSESSED ON COMPONENT 1 + COMPONENT 2</b></p>		<ul style="list-style-type: none"> <li>To present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
Year 11	<p><b><u>Component 1: Portfolio Theme based project:</u></b></p> <ul style="list-style-type: none"> <li>Telling stories</li> <li>In the news</li> <li>Recycled</li> </ul>	<ul style="list-style-type: none"> <li>Students choose the theme they want to explore amongst the three choices</li> <li>To develop ideas through investigations, demonstrating critical understanding of sources</li> <li>To explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</li> </ul>	<p><b><u>Component 1: Portfolio Theme based project:</u></b></p> <ul style="list-style-type: none"> <li>Telling stories</li> <li>In the news</li> <li>Recycled</li> </ul>	<ul style="list-style-type: none"> <li>To record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</li> <li>To present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</li> </ul>
Year 12	<p><b><u>Introduction to A - Level Art and Design Media based project</u></b></p>	<p>Students are introduced to aspects of the course including:</p> <ul style="list-style-type: none"> <li>how to structure and organise sketchbooks</li> <li>different ways of researching and investigating ideas through drawing, colour studies, photography and note taking</li> <li>how to handle a range of two- and three-dimensional media for developing ideas</li> <li>effective ways of exploring critical/ contextual materials</li> <li>different ways of supporting work using digital media</li> <li>different ways of analysing and responding to the work of others</li> <li>how to organise and present work effectively.</li> </ul>	<p><b><u>Introduction to A - Level Art and Design Media based project</u></b></p>	<p>Students are introduced to several different media and techniques based on the following areas of study:</p> <ul style="list-style-type: none"> <li>drawing and painting</li> <li>printmaking</li> <li>three-dimensional media</li> <li>photography and digital media.</li> </ul> <p>Students are encouraged to keep a work organised in a sketchbook which includes drawings, colour studies, digital images and research into, and evaluation of, the work of artists, designers, craftspeople and photographers.</p>
Year 13	<p><b><u>Component 1: Personal study</u></b></p>	<p>Students are given several options including:</p> <ul style="list-style-type: none"> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in their sketchbooks</li> <li>developing work in response to a theme provided by teaching staff.</li> </ul>	<p><b><u>Component 1: Personal study</u></b></p>	<p>Students produce a single project based on their chosen area of study which includes examples of the use of different media. They may also include additional work to exemplify breadth of study throughout.</p>

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	<b><u>Exploring cultures:</u></b> African Masks Part One	<ul style="list-style-type: none"> <li>At the start of Spring 1, the thematic projects can be taught</li> <li>Students will develop their skills to become proficient within the subject in steps covering analyse, comprehend and discover</li> <li>To record from resources with consistency in a range of visual mediums, formats, techniques and processes</li> <li>To adequately research the work of others and collect relevant information and visuals</li> <li>To explore and make design decisions for a purpose or process</li> </ul>	<b><u>Exploring cultures:</u></b> African Masks Part Two	<ul style="list-style-type: none"> <li>To increase proficiency in the handling of different materials: by develop making skills, students will be improving motor skills, and improve dexterity with three-dimensional project</li> <li>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact of application of their work.</li> </ul>
Year 8	<b><u>Learn about the world around us through Art:</u></b> Locality Part 1	<ul style="list-style-type: none"> <li>Students needs to spend as much time as possible developing their skills to become more proficient within the subject, where application is often the evidence of knowledge and understanding</li> <li>To observe using adequate skill, control and expression appropriate to the task</li> <li>To effectively use a range of drawing media to explore and develop ideas</li> <li>To research the work of others and collect relevant information and visuals independently</li> </ul>	<b><u>Learn about the world around us through Art:</u></b> Locality Part 2	<ul style="list-style-type: none"> <li>To explore and experiment with new ways of making work to realise their ideas</li> <li>To use and experiment with colour theme to develop their work</li> <li>To use materials creatively to create work in mixed media</li> </ul>
Year 9	<b><u>Conflict/Protest Part 1</u></b>	<ul style="list-style-type: none"> <li>The sequence shows a progressively challenging thematic approach whereby students look at themes and issues which ask challenging questions.</li> <li>To record using confident skill and attention</li> <li>To listen and respond to information about the work of others</li> <li>To apply gained knowledge and understanding of others work to skilfully develop their ideas</li> </ul>	<b><u>Conflict/Protest Part 2</u></b>	<ul style="list-style-type: none"> <li>To reveal the intrinsic value in learning about the world around us through Art.</li> <li>To exploit the formal elements to comprehensively observe</li> <li>To observe purposefully showing technical fluency and in a variety of scales</li> <li>To refine their work as directed through a process or project</li> </ul>
Year 10	<b><u>Personal Possessions</u></b> <b><u>Clothing and Human Form</u></b>	<ul style="list-style-type: none"> <li>To control and manipulate stylistic features and processes from a range of different genres and Art History</li> <li>To use and experiment with colour theme to develop their work</li> <li>To show secure control and skill when using the formal elements with varying approaches to painting</li> </ul>	<b><u>Personal Possessions</u></b> <b><u>Clothing and Human Form</u></b>	<ul style="list-style-type: none"> <li>To explore and experiment with new ways of making work to realise their ideas</li> <li>To make design decisions for a purpose or process</li> <li>To show fluency and take creative risks in the use of the formal elements within their use of wet and dry medium</li> </ul>

Year 11	<b><u>Component 2: Externally Set Assignment</u></b>	<ul style="list-style-type: none"> <li>• Students will choose one of the exam themes and develop a sketchbook of evidence preparation work to show their interpretation of the theme.</li> <li>• To securely and creatively present my development, solutions, evaluations and investigations within a chosen format</li> <li>• To demonstrate that they have understood the characteristics of mediums so that I can refine and exploit them fully</li> </ul>	<b><u>Component 2: Externally Set Assignment</u></b>	<ul style="list-style-type: none"> <li>• To collate ideas and developments together to plan a response that is clearly a result of thorough and varied investigation</li> </ul>
Year 12	<b><i>Contrasting qualities of natural and manufactured forms Part 1</i></b>	<ul style="list-style-type: none"> <li>• Project based on observations of the contrasting qualities of natural and manufactured forms.</li> <li>• Emphasis is placed on the importance of drawing as a means of recording information in a variety of ways, from making preliminary studies to finished working drawings.</li> <li>• The work is placed in context by exploring how other artists from different periods have recorded natural and manufactured forms.</li> </ul>	<b><i>Contrasting qualities of natural and manufactured forms Part 2</i></b>	<ul style="list-style-type: none"> <li>• Students then develop several ideas and finally produce an outcome or outcomes in a medium or media of their choice.</li> </ul>
Year 13	<b><u>Component 2: Externally Set Assignment</u></b>	<ul style="list-style-type: none"> <li>• Students will choose one of the exam themes and develop a sketchbook of evidence preparation work to show their interpretation of the theme.</li> </ul>	<b><u>Component 2: Externally Set Assignment</u></b>	<ul style="list-style-type: none"> <li>• Students will choose one of the exam themes and develop a sketchbook of evidence preparation work to show their interpretation of the theme.</li> </ul>

Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	<b><u>Understanding the world around us:</u></b> <b>Architecture part 1</b>	<ul style="list-style-type: none"> <li>To choose mediums and processes to record my observations and experiences</li> <li>To intuitively control and manipulate a range of media in my observations</li> <li>To evaluate thoughts, feelings or intentions expressed in the work of others</li> </ul>	<b><u>Understanding the world around us:</u></b> <b>Architecture part 1</b>	<ul style="list-style-type: none"> <li>To creatively exploit and refine their ideas as they use the mediums, techniques and processes seen in others' work</li> <li>To show secure control and skill when using the formal elements with varying approaches to painting</li> </ul>
Year 8	<b><u>Art against Climate change:</u></b> <b>Recycling project part 1</b>	<ul style="list-style-type: none"> <li>The sequence shows a progressively challenging thematic approach whereby students look at themes and issues which ask challenging questions.</li> <li>To demonstrate a reliable command of techniques and skills in observation</li> <li>To efficiently observe by other means such as photography or sculpture</li> </ul>	<b><u>Art against Climate change:</u></b> <b>Recycling project part 2</b>	<ul style="list-style-type: none"> <li>To develop my ideas within project work after seeing the work of others</li> <li>To experiment and confidently control materials, processes and techniques</li> <li>To skilfully manipulate the potential and characteristics of working in 3D</li> </ul>
Year 9	<b><u>Migration Part 1</u></b>	<ul style="list-style-type: none"> <li>The sequence shows another challenging thematic approach whereby students look at themes and issues which ask challenging questions.</li> <li>To develop their work through process and investigation</li> <li>To use drawing media fluently to show expression, stylistic characteristics and mark making</li> </ul>	<b><u>Migration Part 2</u></b>	<ul style="list-style-type: none"> <li>To show secure control and skill when using the formal elements with varying approaches to painting</li> <li>To effectively use a range of drawing media to explore and develop ideas</li> </ul>
Year 10	<b><u>Me, Myself and I:</u></b> Self – Image part 1	<ul style="list-style-type: none"> <li>To work more independently whilst building body of evidence in sketchbook covering the four assessment objectives</li> <li>To collate ideas and developments together to plan a response that is clearly a result of thorough and varied investigation</li> </ul>	<b><u>Me, Myself and I:</u></b> Self – Image part 2 End of year mock	<ul style="list-style-type: none"> <li>To securely and creatively present my development, solutions, evaluations and investigations within a chosen format</li> </ul>
Year 11	<b>Component 2: Externally Set Assignment</b>	Practical exam at the start of May		
Year 12	<b><u>Component 1: Personal study</u></b>	<p>Students are given several options including:</p> <ul style="list-style-type: none"> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in their sketchbooks</li> <li>developing work in response to a theme provided by teaching staff.</li> <li></li> </ul> <p><b>STUDENTS ARE ASSESSED ON COMPONENT 1 + COMPONENT 2</b></p>	<b><u>Component 1: Personal study</u></b>	<p>Students are given several options including:</p> <ul style="list-style-type: none"> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in their sketchbooks</li> <li>developing work in response to a theme provided by teaching staff.</li> </ul>

Year 13	<b>Component 2: Externally Set Assignment</b>	Practical exam at the start of May		
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**Term 3**