

Stanborough



Curriculum Intent and Vision for Art, Design & Technology

Our vision is to inspire, engage and challenge students in a rich and creative curriculum. We aim to offer a breadth of opportunities to experiment, invent and create through various practical specialisms as well as through critical and contextual understanding. Students will explore how Art, Design and Technology has shaped history and how its value and importance contributes to society and culture. Students will be exposed to a safe and stimulating environment where there is emphasis on potential, success and achievement for all.

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Key Stage 3

What is your curriculum intent for Key Stage 3?

Pupils will become proficient in the exploration of a wide range of creative techniques, media, tools, machinery and resources that follow the fundamental foundations of the formal elements. Students will develop analytical and critical skills as well as the ability to evaluate their own and others work in the process. SOW will foster knowledge, confidence and understanding of subject terminology and skills. The design, create and make process will enhance students ability to creatively think and effectively problem solve

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Students at KS2 should be able to :
(AS PER THE NATIONAL CURRICULUM)

- Produce creative work by exploring their own ideas.
- Use a wide range of materials
- Analyse and evaluate creative work using subject specific vocabulary

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Baselines are completed at the start of year 7 to assess pupils' prior knowledge and ability.
Tasks are tailored to support student's individual needs and scaffold down to support the progress of all abilities.

What do students cover in Key Stage 3? When do they study it?

Year 7

Art & Design (1x Lesson a week)

- The importance of the formal elements
- Observational skills
- Exploration of artists, craftsmen and designers from various time periods and styles.
- Art through culture
- Subject specific vocabulary to analyse, annotate and evaluate
- Cross curricular links

Design Threads (Termly Rotation)

- Graphics – Working to an illustrative brief
- Photography – Camera functions and creative perspectives
- 3D Design – Wood cutting skills and joining

Year 8

Art & Design (1x Lesson a week)

- Complex use of the formal elements
- Advanced observational skills
- Exploration of Artists, craftsmen and designers from various time periods and styles.
- Art through culture
- Subject specific vocabulary to analyse, annotate and evaluate the work of their own and of others
- Cross curricular links

Design Threads (Termly Rotation)

- Textiles –fabric manipulations and stitch techniques
- Ceramics – sculptural design from clay materials
- Food Technology - principles of healthy eating

Year 9 (Proposal)

Students will continue a broad curriculum in Art, Design & Technology but will be able to specialise in 2 subject areas. Students will get the chance to spend the first half of the academic year in one subject specialism and then rotate to another for the second. The extended duration of each subject area will provide a more in-depth, thorough and comprehensive understanding of the skills and knowledge involved to make an appropriate, relevant and informed decision at GCSE.

Term 1

Option 1

(Art/ 3D/ Food or Photography)
(Sept – Dec)

Term 2

Option 2

(Art/ 3D/ Food or Photography)
(Dec – April)

Term 3

Arts Mark

Internal/ external visits, community based projects ect

Why do they study it in that order?

Art across year 7 and 8 extensively explores the formal elements, those which structure the foundation of art and its close specialisms. The skills explored become more complex and the rotational threads provide an alternative perspective to how these formal elements can be manipulated through a variety of disciplines. The curriculum is devised in this sequence to aid the creative journey and support skills in knowledge, design, making and evaluating.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Skills are linked across all curriculum specialisms although challenged in different ways across different subject areas. As students' progress from KS3-KS5, the use of these skills becomes more complex and advanced in how they are applied. Students will experience a versatile curriculum that supports individual needs through challenge that is appropriate for all learners to make progress.

How do your curriculum choices contribute to the student's cultural capital?

- Enrichment clubs at lunchtime and after school
- Exposure to new materials and resources from the Arts Society funding
- Opportunities to work with external organisations and get involved in community events
- House Competitions that explore alternative artistic mediums and cross curricular collaborations
- STEM opportunities

Assessment:

- Self, peer and teacher feedback through verbal and written support to aid the progression of the learner.
- Formal assessment conducted at each progress update to reflect working grade against target

Key Stage 4

What is your curriculum intent for Key Stage 4?

Students will develop their skillset demonstrating a refined and sophisticated use of media through the Art, Craft and Design specification (Art, 3D design, Graphics and Textiles). Students will explore critical and contextual understanding of the work of others to aid them in their own creative journey and artistic experience. Students will develop the ability to analyse artists, craftsmen and designers in depth and express their own opinions using subject specific terminology with confidence.

How does Key Stage 3 prepare students for Key Stage 4?

The curriculum at Key Stage 3 is devised to explore the basic foundation skills of art and its associate specialisms. Students will develop and experiment with media in more depth that will heighten visual and cultural awareness.

What do students cover in Key Stage 4? When do they study it?

Year 10	Year 11
<p>The first term will consist of a 'foundation style' skills workshop which will provide students with a wide range of techniques that can be referenced during the independent project launch in January.</p> <p>Students begin to master their skill set and develop a deeper understanding of art, craft and design from contextual sources.</p>	<p>Students select their own independent line of enquiry following the GCSE assessment objectives, develop, refine, record and present.</p> <p>Students will conclude their line of enquiry through the development of an original and meaningful outcome response.</p> <p>An exam paper will be released with directed themes in which students respond in a similar structure in preparation for their 10 hour final exam.</p>

Why do they study it in that order?

Year 10 term 1 is a foundation style structure to allow students the breadth of experimentation and freedom to find their own style through workshop based lessons. Skills mature and areas of study that were covered in year 7, 8 and 9 are explored in more depth and detail.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students utilise skills from KS3 but are challenged on more advanced imagery and resources when they revisit similar media, Tailored feedback supports each student individually when developing their work aiding progress at a fast pace.

How do your curriculum choices contribute to the student's cultural capital?

- Professional artist visits and workshops (graffiti, lino printing, special effects make up, photography) - links to industry and creative careers
- Enrichment trip to Warner Bros studios to explore career paths in the creative industry
- Visits to galleries and exhibitions for primary stimuli
- Lunchtime and afterschool clubs
- Project based work to support community events such as the WGC 100 year celebration, Show racism the red card, Holocaust memorial day events etc
- House Competitions that incorporate other artistic mediums and cross curricular collaborations both in school and out
- Standalone skills based lessons/ workshops and one to one clinics
- Workshop days offered during half term
- STEM opportunities

ASSESSMENT

- *Students receive individual and specific feedback after each board/ sketchbook submission, this assists with the progression and advancement of skills and techniques.*
- *One to one tutorials create a visual learning format and peer critiques support the progress through sharing of good practice.*
- *Students receive a working grade per submission which is tracked as the project develops. Students are able to reflect on their learning journey and the consistency of their work as the project builds into a portfolio. This is challenged further by student's use of DIRT time to refine and complete individual EBI action points in a practical format.*

What is your curriculum intent for Key Stage 5? (ART & DESIGN)

To engage with a wide range of art mediums and disciplines that vary between movements and styles and facilitates the learner's personal journey through the exploration of conceptual ideas. Students will explore a multidisciplinary approach through exploration of media, materials, tools and machinery without limitations. A self-directed independent work ethic promotes personal direction, connection and a purposeful response. Critical and contextual studies support the concept of ideas and are explicitly explored through subject specific language and interpretation both analytically and through practical exploration.

How does Key Stage 4 prepare students for Key Stage 5?

Students begin working in an independent format promoting self-directed learning, creativity and personal direction. Students skill set is matured and the use of materials and media are enhanced through refinement and scale. The structure of KS4 board submissions provides the foundation structure of the KS5 but the flexibility of possibilities become more advanced through the output and presentation of work

What do students cover in Key Stage 5? When do they study it?

Year 12

Bridging the gap between GCSE and A Level. The possibilities of media and materials are challenged and the conceptual understanding of art is pushed. Students explore specialist threads ranging from photography, sculpture, textiles, fine art and graphics to help pin point a particular pathway for their independent project

Year 13

Personal project centered on student's self-directed starting point. An independent line of enquiry following the A Level assessment objectives, develop, refine, record and present.

Why do they study it in that order?

Students often become comfortable at KS4 in media and skills they are familiar with. The 'bridging' year reinvigorates the possibilities of media through risk taking and opens a new avenue of working. This also provides students with confidence in working at a larger scale as the boards increase from A2 to A1 in size.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students utilise skills from KS4 but are challenged with the conceptual element of depth within ideas, experimentation and refinement. One to one student teacher dialogues records conversations on guidance, support and challenge alongside directed homework tasks to enable students to effectively embed the required skills underpinned by the specification.

How do your curriculum choices contribute to the student's cultural capital?

- Students have the freedom to explore art through an extensive breadth of disciplines.
- External workshops aid the ability to explore media out from the confines of the classroom
- Students are encouraged to visit galleries and exhibitions as well as utilising the local surroundings to source primary stimuli

How do you prepare students for learning beyond Key Stage 5?

- Career opportunities linked to lessons as students often tailor their project to reflect the specialism they are interested in and build a portfolio around this.
- Visits to universities and college shows to view exhibitions
- Creative career fairs to widen the perspective of opportunities after KS5
- STEM opportunities