THE GREEN SCHOOL
SIXTH FORM

Art KS5 Curriculum Map

Core knowledge and sequencing

Vision Statement

Subject: ART

Aim:
The vision and intent of the Art Curriculum is to inspire students to think and act like artists, craftspeople, and designers by:

1. Building confidence and skills through a creative process of practice, experimentation, and refinement, guiding students to master a range of techniques and media.

2. Enabling students to become autonomous self-regulated learners who take ownership of their learning process, setting their own goals, choosing learning methods, and assessing their progress (Saks and Leijen, 2014).

3. Developing metacognitive strategies, including how to plan, monitor, and evaluate their learning (EEF, 2018).

4. Inspiring and deepening knowledge by learning about contemporary, traditional, and cultural art forms. This enables students to engage with visual arts and develop an aesthetic knowledge, contextualise their own and others' artwork, and express their ideas, thoughts, questions, understandings and opinions.

5. Equipping students with the knowledge and skills necessary to respond to and contribute to the cultural, social, political, and emotional well-being of our society by creating artwork that conveys depth and meaning.

Our curriculum has been designed so all students to flourish and achieve their full personal and academic potential, regardless of their background. Throughout the course, students make progress by reflecting, reviewing and refining their work. They are encouraged to take creative risks, develop individual ideas and embrace challenge by working in a wide range of media and techniques, developing confidence, competence, imagination and creativity.

Our students develop self-directed work practices in several key ways:

Acquire knowledge and wisdom by learning thematically, developing their understanding of objects and artefacts through resource based learning. The inclusive curriculum is taught from a global perspective, so students learn to value cultural artefacts and traditional crafts. These inspire ideas and stimulate questioning, helping students develop a sense of their dignity and build respect for the diverse heritages of their peers.

Explore their understanding of key concepts and themes to inform individual expression of ideas. This involves developing independent research skills and self-directed practices, following personal and issues based concepts and demonstrating their ability to appreciate the visual world and respond to it through self-expression and individuality.

Enhance analytical skills through the practice and appreciation of art and design by taking part in visits to galleries & museums to complement personal studies; as direct engagement with the arts helps develop a sense of identity and value, and the ability to evaluate social, moral, ethical, and aesthetic values.

Additionally, cultivate personal skills such as determination and resilience, learning from deep engagement and how to work confidently both independently and collaboratively.

'The arts teach children that problems can have more than one solution and that questions can have more than one answer.' Elliot Eisner

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement

- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

The Specification for Pearson Edexcel Level 3 Advanced GCE in Art and Design is the main guide and framework for our Art Department Curriculum. Together with the assessment objectives, it provides the framework to establish progression from the Key Stage 3 Art National Curriculum, building on knowledge and skills acquired at GCSE to meet the standards and requirements expected at A-level.

Each assessment objective is 25% of the final grade, with Coursework weighting 60% and the exam 40% of the final mark.

Component One
This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas ia and processes, and refine ideas towards producing personal resolved outcomes. It incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work comprise of a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

The personal study is evidenced through critical written communications showing contextual research and understanding in a minimum of 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification.

Component Two
In this component, students refine ideas towards producing personal resolved outcomes in response to an externally set theme. It incorporates two major elements: preparatory studies and the 15 hours of sustained focus. Preparatory studies comprise a portfolio of practical and written development work based on the theme of the Externally Set Assignment.

Assessment Objective 1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Weighting: 25%

Assessment Objective 2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Weighting: 25%
Assessment Objective 3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Weighting: 25%
Assessment Objective 4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	Weighting: 25%

Mapping Key:

Core knowledge
Syllabus/ NC requirements & coverage
Spiralled concepts / sequences
Hinterland knowledge, experiences, reading
Hyperlink - Units of learning / sequences of lessons / Hyperlink Knowledge Organisers

Year 12

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
What comes before and after (KS4)?	At Key Stage 3, students are introduced to the fundamental principles of Art, Craft & Design, covering the essential elements as outlined by the curriculum. During this stage, they learn key terminology and concepts that form the foundation of their artistic education. This includes the various media and the techniques that enable students to have a practical and theoretical understanding of the formal elements of art; line, tone, texture, colour, pattern, space, shape and form. And the development of a sketchbook and the design process which leads to final outcome/s. A combination of theoretical lessons and practical projects equips them with the necessary knowledge and skills to advance to more complex topics in Key Stage 4. In the first year of the GCSE, students broaden the knowledge and understanding acquired at Key Stage 3 and further develop drawing, painting, craft and design skills. This may involve more than one unit of work/themes and includes the sequential development of skills through the use of a variety of media such as pencil, paint, pastel, collage or processes including sculpture, ceramics, printmaking, textiles, etc. Students are introduced to the Museums and Galleries of London and are expected to produce a		

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
	study based on their visit. There is an emphasis upon increasing independence towards the end of the year, as work becomes more individual and experimentally based in year 11. The sketchbook is an essential element of coursework, meeting the requirements of the 4 Assessment Objectives and includes the development of ideas, reference to the work of artists, showing connections with own ideas and understanding of meaning and context using appropriate visual and verbal forms. There is an emphasis upon increasing independence towards the end of the year, as work becomes more individual and experimentally based in preparation for the Year 11 final exam theme. These provide a strong foundation and starting point for the Year 12 A-level Art course, including application of practical skills, working in a variety of media, sketchbook processes and contextual analysis. Key components studied: Year 12 Unit 1 a– Introductory project & theme, 2x A1 sheets, sculpture, final piece & contextual study Unit 1b - begin research for personal theme, producing a1 b+w sheet, sketchbook and Personal study essay Year 13 Unit 1 c – Personal theme project, colour A1 sheet & final piece, Personal study essay Unit 2 – Externally Set Assignment – Preparatory work, sketchbook and final piece		
Spiralled concepts	Spiralled Concepts At Key Stage 4, students work directly from man-made and natural resources and artefacts, exploring a range of drawing media and techniques. They develop sketchbook processes and how to present work,, and the main focus on the AO3 record : Mindmap Moodboard Recording in variety media Primary photos and secondary Images Artist research and studies They recall from KS3 the 8 formal elements, key concepts on artist research and further develop skills with mixed media and techniques.	Spiralled Concepts AO1 Develop and AO2 Exeriment: Students are expected to study artists in detail and apply the artist's influence to their work. Visits to Tate Britain and V++A in year 10 and Tate Modern in Year 11. They produce studies into artists inspired by gallery visits, analysing artists' work, and building subject-specific vocabulary, applying key terminology. In practical work, they explore and experiment with new techniques and practice skills in a range of mixed media and techniques, building on skills from previous years.	Spiralled Concepts AO4 : present Students produce an outcome based on the extensive research, which is demonstrated in their sketchbooks. The sketchbooks demonstrate a journey towards the final piece through the process of Ao1, AO2, AO3. The outcomes reflect ideas expressed throughout the sketchbook, informed by contextual research and experiments in media and techniques. The annotations and ongoing diary express how ideas and the thought process have developed and informed the final piece.

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
What do we teach? Core knowledge	**Knowledge/ Concepts** Component 1: 60% coursework AO2, AO3, Students are introduced to the course and requirements through the course handbooks for A-level. The theme for this unit will be based on the 'transformation' of a piece of furniture and a figure. Students draw from observation, focusing on formal elements. In sketchbooks, they explore the theme through a mind map and mood board, title composition and recording from first-hand resources, primary sources are well documented using photography. Students recall prior knowledge and use a range of materials and techniques to draw from observation and their primary images. They will explore a wider range of drawing techniques, including printmaking on an A1 sheet. **Assessment Objective 3 : RECORD** Students will work on large-scale direct observational drawings, applying formal elements, exploring a variety of media, starting with drawing from a photo of their furniture and figure. Exam students will create their A1 sheet. 5 hours **SKETCHBOOK:** Title composition, Mindmap, collage moodboard Recording in a variety of media, Primary Images Artist research **OUTCOME:**A1 or bigger composition with figure and furniture	**Knowledge/ Concepts** Component 1: 60% coursework AO1, AO2, AO3, AO4 Students develop this large-scale 2D study into 3 dimensions and create a sculpture of the furniture in chosen construction media: Ceramics, papier-mache, cardboard, wire, etc Techniques such a textiles, free hand machine embroidery, appliqué, wire and collage are selected to embellish the sculpture for clothing or coverings. Visits - Royal Academy, National Gallery or Wallace Collection(life drawing) build on KS4 visits. Exploring how relevant artists have explored the theme. CEIAG opportunity. **Assessment Objective 1: REFINE DEVELOP** **Assessment Objective 4: PRESENT** Students push their ideas and refine their techniques in creating sculpture, experimenting and developing ideas and techniques. **SKETCHBOOK:** Develop ideas for sculpture Artists' research and connections with ideas Experiments in different media for sculpture **OUTCOME**: Final sculpture of furniture exam 10 hours **Literacy:** students must annotate and analyse in detail using the key words and technical terms to explain the development	**Knowledge/ Concepts** Component 1: 60% coursework AO1, AO2, AO3, AO4 For the exam, students will start research for their personal theme, identifying a personal theme to explore. In practical work, they will show the development of an initial idea into an A1 b+ w study. Final piece (exam 15 Hrs) **Assessment Objective 3: Record** **Assessment Objective 2: Experiment** Students produce an imaginative personal response demonstrating clear connections between their sketchbook research and A1 sheet. The sketchbook is the journey to the final piece, where students must show inspiration from their artist incorporated into the outcome and a full evaluation. **SKETCHBOOK:** Students have logged evidence of how they have arrived at their final piece. Final piece showing inspiration from two or more artists. Evaluation of the final piece. Photographic evidence of the final piece and documenting how they arrived at it. **Literacy**: Students evaluate their work in detail using keywords and technical terms. Full annotations are needed, and in-depth explanations. **Reading:** introduction to Personal Study and

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
	Assessment Objective 2: EXPERIMENT Dry Media: Pencil, colour pencils, oil pastels, biro pens, chalk, charcoal, white pencil on black paper, collage Wet Media: Ink, Watercolour, paints, batik Textiles: collage, stitch **Reading:** artcards relevant to theme **'Big Questions'** • How can I present my sketchbook? • How can I carry out contextual research? • Am I logging and recording my ideas in my sketchbook? • Have I made the right choice to select the correct media?	of their ideas. **Reading:** key articles on artists for the theme **'Big Questions'** • How do I show my journey to the final piece? • Am I showing evidence of thorough research? • Have I explored the artists in depth? • Have I made the right choice to select the correct media? • Have I made an artist copy and annotated it?	selecting key artists for research and reading **'Big Questions'** • Is my sketchbook reflecting my thought process in the final piece? • Am I showing evidence of thorough research? • Have I explored the artists in depth? • Have I used key terminology and subject language when reflecting and evaluating work, and analysing artists?
How does this meet the syllabus/NC requirements?	Students learn about **Assessment Objective 3 RECORD** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress **Assessment Objective 2: EXPERIMENT** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	**Assessment Objective 1: REFINE DEVELOP** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding **Assessment Objective 4: PRESENT** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	**Assessment Objective 3 RECORD** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress **Assessment Objective 4: PRESENT** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
Why do we teach in this sequence?	The assessment objectives are taught in this order as students learn how to research a theme and record from first-hand observation. They develop these recordings and explore different techniques	The exploration of techniques is developed into ideas for an outcome for this unit., Students have gained experience of the exam process working from a theme, recording, drawing initial ideas and experimenting with processes, refining techniques and producing an outcome.	Students begin their project for their personal theme project to be further developed in year 13, and it is their main body of work.

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
Inter-curricular links (to build schema)	• RE: Religious aspect of art and design is covered in many countries and their culture. • History: Movements and where art and culture originated from during the centuries. • Maths: Form/Shape of objects		
Hinterland Knowledge; **Cultural capital**; Challenging, vocabulary-building, **reading material**	• Students will have the skills to research cultural art from around the world and develop an understanding of the style/movement. • All students should have an understanding of how to apply various media and techniques to achieve different styles of artwork. • All students have the skills to take inspiration from other artists and apply this to their work. • Students will be required to demonstrate the ability to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses. Written annotation is a new explicit requirement in GCSE Art and Design, but it doesn't mean that students should stop recording their ideas, observations, insights and independent judgements visually. Written annotation should be purposeful, showing analytical and critical understanding of their work and the work of others.		
	Copy of Year 12 page 1 Copy of Year 12 page 2 Edexcel spec Year 12 personal Theme worksheet Unit 1		

Year 13

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
What comes before and after (KS3/Y10/A-level)?	Students have built on the foundational knowledge of KS4, which has been further developed and refined during year 12. Students have a strong knowledge of formal elements and techniques: Mixed media techniques, artist research, development of ideas and how to develop initial ideas and contextual studies. Students are working more independently, lessons are more tutorial style and students have adapted to the rigour and demands of A-level. They learn how to reflect on progress towards the four assessment objectives and respond to feedforward to further improve artwork and ideas. Students acquire the skills required for group and individual tutorials to reflect critically on their artwork. The research for personal theme topics already commenced at the end of Year 12, when students began to investigate ideas to follow for their Personal Investigation Theme: Personal Investigation This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome. This requires students to address each of the Assessment Objectives The Initial pathway for the Personal Study Essay:		

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
	Identifying & selecting a focus for personal theme Undertaking investigative research work appropriate to their focus Incorporating their personal study as an integral part of the contexts that inform practical work and the personal theme Selecting and exploring appropriate media and processes Developing ideas, review and refinement Realising a personal response and written outline of the main focus and intention Students build on skills of criticism, discussion and analysis of art and artists, to prepare them for their study. They establish personal opinions on the relationship between their art practice and the work of others, including artists from diverse heritages and backgrounds. Students participate in group visits to exhibitions, galleries and museums to view contemporary and traditional art and take part in Workshops. The Practical Investigation provides students with opportunities to pursue their own creative, visual ideas in a chosen area of art, craft and design to develop and deepen their Theme. Students demonstrate the ability to resolve issues and ideas that emerge as part of the process of creating art and design work. The sketchbook contains evidence of this research, showing a journey of experimentation and development towards the final outcome, informed by reflections on intentions using assessment objectives and critical analysis. Students are challenged to think critically, build confidence in making leaps and taking risks with their ideas. However, practical outcomes must be refined and the sketchbook journey resolved and in-depth.		
Spiralled concepts	**Spiralled Concepts** **AO3 Record and AO2 Experiment** Observational drawing underpins all the work students do on the course. In the Year 12 students created a large-scale study of primary resources about their theme using a range of mixed media. In the feedback, students' strengths and development areas are discussed to develop their individual and expressive ideas further. In yr 13 Students are encouraged to deepen their ideas for the 'Personal theme', and have access to a	**Spiralled Concepts** **AO 1: REFINE DEVELOP** **AO 4: PRESENT** **In year 12** students identified a question for their personal study to investigate how an artist has resolved a similar problem through their practical work. This element runs in conjunction with the practical coursework element and is finalised at the start of the Spring term in year 13 with the conclusion to the essay.	**Spiralled Concepts** **AO4 : present** **Students produce an outcome based on the extensive research, which is demonstrated in their sketchbooks The the sketchbooks demonstrate a journey towards the final piece through the process of A01, AO2, AO3.** **The outcomes reflects ideas expressed throughout the sketchbook, informed by contextual research and experiments in media and techniques.** **The annotations and ongoing diary**

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
	variety of media, techniques and scale, experimenting in colour media.		**express how ideas and the thought process has developed and informed the final piece.**
What do we teach? Core knowledge	**Knowledge/ Concepts** Component 1: 60% coursework AO2, AO3, Recap on the course, reflect yr 12, revisit booklet Discuss individual ideas about personal theme, linking to the personal study essay element Complete large-scale colour study exploring a variety of drawing techniques in colour media. Begin the final outcome for personal theme investigation. **Assessment Objective 3 : RECORD** Students will work on large-scale direct observational drawings, applying formal elements, exploring a variety of colour media, drawing artefacts, objects for their personal theme. Exam students will create their A1 sheet. 10 hours **SKETCHBOOK:** Title composition, Mindmap, collage moodboard Recording in a variety of media, Primary Images Artist research **OUTCOME:** AO composition colour **Assessment Objective 2: EXPERIMENT**	**Knowledge/ Concepts** **Component 2: Complete coursework 60% and begin External Exam prep 40%** **AO1 and AO4 ,** **Assessment Objective 1: REFINE DEVELOP** **Assessment Objective 4: PRESENT** Students on the path towards self-direction in personal theme work for completion of Unit.– Practical (Personal) Coursework and Personal (Contextual) Study culminating in a body of work for display in the A level exhibition **SKETCHBOOK:** Development for the final outcome. Artists' research and connections with ideas **OUTCOME**: Students finalise the outcome for their personal investigation, working in the strongest media and technique. 15 hours **Literacy:** artists' research conclusion of personal study **EXTERNALLY SET ASSIGNMENT** **40% Exam unit 2 paper given start Feb** Component 2 Externally Set Assignment The Externally Set Assignment represents the culmination of the A-level course as it allows students to draw together all the knowledge, understanding and skills they have developed working on Component 1 Personal Portfolio.	**Knowledge/ Concepts** **Component 2: External Exam 40%** **All Assessment Objectives: AO1, AO2, AO3, AO4** Component 2 Externally Set Assignment The Externally Set Assignment represents the culmination of the GCSE course as it allows students to draw together all the knowledge, understanding and skills they have developed working on Component 1 Personal Portfolio. The 15-hour period of sustained focus under examination conditions, in which students work unaided to produce personal response(s) with reference to their preparatory studies. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
	Dry Media: Pencil, colour pencils, oil pastels, biro pens, chalk, charcoal, white pencil on black paper, collage Wet Media: Ink, Watercolour, paints, batik Textiles: collage, stitch **Literacy:** artists research and analysis, should have written the main introduction, artists 1, 2 and 3 **Reading: a**rtist articles, books, periodicals, relevant to the personal theme artists **'Big Questions'** ● How can I present my sketchbook? ● How can I carry out contextual research? ● Am I logging and recording my ideas in my sketchbook? ● Have I made the right choice to select the correct media?	The preparatory period of study supports students' responses to the externally set theme. The task sheet guides students through a variety of starting points, supporting them to develop an idea for final exam piece culminating in their strongest techniques and best media, with references to art and artists and culture **'Big Questions'** ● How do I show my journey to the final piece? ● Am I showing evidence of thorough research? ● Have I explored the artists in depth? ● Have I made the right choice to select the correct media? ● Have I made an artist copy and annotated it?	demonstrates understanding of visual language. **'Big Questions'** ● How can I present my sketchbook? ● How can I carry out contextual research? ● How do I show my journey to the final piece? ● Is my sketchbook reflecting my thought process to the final piece? ● Am I logging and recording my ideas in my sketchbook? ● Am I showing evidence of thorough research? ● Have I explored the artists in depth? ● Have I selected appropriate media? ● Have I made an artist copy?
How does this meet the syllabus/NC requirements?	Students learn about **Assessment Objective 3 RECORD** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress **Assessment Objective 2: EXPERIMENT** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	**Assessment Objective 1: REFINE DEVELOP** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding **Assessment Objective 4: PRESENT** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	**All Assessment Objectives are covered in the externally set assignment** ● understand how ideas generate starting points for art and design practice, and form an integral part of the creative process ● understand how images and artefacts relate to ethical and political contexts ● undertake sustained development and refinement of ideas ● develop their visual language to communicate ideas ● demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure ● record evidence of their progress, in an

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
			ongoing critical and analytical review • respond to a theme, stimulus or ideas • make connections between their investigations and creative intentions • realise intentions, produce and present outcome(s).
Why do we teach in this sequence?	The assessment objectives are taught in this order as students learn how to research a theme and record from first-hand observation. They develop these recordings and explore different techniques	The exploration of techniques is developed into ideas for an outcome for this unit., Students have gained experience of the exam process working from a theme, recording, drawing initial ideas and experimenting with processes, refining techniques and producing an outcome.	Students have experienced working in all assessment objectives to prepare them for the challenge and rigour of the final exam.
Inter-curricular links (to build schema)	• RE: Religious aspect of art and design covered in many countries and their culture. • History: Movements and where art and culture originated from during the centuries. • Maths: Form/Shape of objects		
Hinterland Knowledge; **Cultural capital**; Challenging, vocabulary-building, **reading material**	• Students will have the skills to research cultural art from around the world and develop an understanding of the style/movement. • All students should have an understanding on how to apply various media and techniques to achieve different styles of artwork. • All students have skills to take inspiration from other artists and apply this to their own work. • Students will be required to demonstrate the ability to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses. Written annotation should be purposeful, showing analytical and critical understanding of their own work and the work of others.		
	Copy of Year 13 page 1 Copy of Year 13page 2. 2018-19 Edexcel spec GCSE Personal Study support edexcel The Personal Study/Contextual study Booklet yr 13		

How do we study in Art ?

The Art Department offers students the opportunity to explore the world of imagery through objects, people, environments, symbolism, and mythology, encouraging an active learning experience, which stimulates questioning and individual ways of communicating ideas. We achieve a positive learning experience in art, craft and design by creating work which has developed from the understanding and knowledge of the processes and procedures as well as the development, realisation and expression of individual ideas.

In the department, we teach from a global perspective and have developed the multicultural aspect of the curriculum by using the collection of resources, objects, and artefacts from a variety of places, times and traditions, to enhance pupil's knowledge and experience of critical and contextual studies.

The teachers through a broad practical and theoretical personal knowledge of the nature of art and design give students the opportunity to demonstrate their understanding of the subject.

All students have the opportunity to explore: painting, collage, mixed medias, sculpture, printmaking, ceramics, textiles, photography
. KS3: A4 sketchbook & personal portfolio. KS4: A3 hardback sketchbook, contextual study & personal portfolio.

Home learning further develops the theme and can take the form of drawing, designing or making. It can be a set task or an independent research project. Students are provided with an A4 sketchbook enabling them to see progression and continuity in their work as it develops from year to year. GoogleClassroom is used to post assignments, class work and home learning.

Why do we study Art ?

Art prepares children and young people to engage in the historical and contemporary visual arts and become confident audiences.. It teaches students about practical skills but also to interpret the world, be inventive and original thinkers and problem solvers. Furthermore, Art, craft & design contributes to our well-being and to our social, emotional and cultural development.
The Art curriculum incorporates SMSC throughout all Key Stages. Schemes of learning cover a wide range of themes and starting points that can be creatively developed. Students have opportunities to explore artists from around the world and from different historical periods. This enables comparison, discussion and interpretation on many levels. Students are encouraged to see the world around them as a source of inspiration; visually, conceptually, politically, spiritually and culturally.
The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques.
- evaluate and analyse creative works using the language of art, craft, and design.
- know about renowned artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- to use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas.

Co Curricular Provision

- Weekly art clubs for all students, as well as visits to museums and galleries for Key Stages 4 & 5 to Tate Britain, Tate Modern, Victoria and Albert Museum, Royal Academy and the Saatchi Gallery.
- Artists in Residence workshops and outreach projects.
- Annual Art exhibition for GCSE and A Level students
- Themed weeks throughout the year to explore art such as Black History Month.
- Photographic competitions

STEM Link

The UK has the largest creative industries sector in Europe, employing 1.5 million people, generating £8.9bn a year in exports, contributing 6% of GDP. Studying Art prepares our learners for a career in the creative industries, which is the UK's third largest export.

Employability Skills

Communication and Interpersonal skills	✓	Problem Solving skills	✓	Using your initiative and being self-motivated	✓	Working under pressure and to deadlines	✓	Organisation skills	✓
Team working	✓	Ability to learn and to adapt	✓	Numeracy	✓	Valuing diversity and difference	✓	Negotiation skills	✓

SMSC

Spiritual	Art, Craft and design finds opportunities to promote spiritual development by: • encouraging students to develop a sense of excitement and an appreciation of beauty, through contemplation and reflection • providing students with an environment that is stimulating, exciting and aesthetically pleasing • helping students to learn about respecting and appreciating different and varied cultures, beliefs and values
Moral	Art, Craft and design finds opportunities to promote moral development by: • assisting students to make connections with the experiences of others as represented in works of art, craft and design • creating opportunities for students to identify with moral issues in the work of other artist, craftspeople and designers enabling students to explore ideas, feelings and meanings and to make sense of them in a personal way in their own creative work
Social	Art, Craft and design finds opportunities to promote social development by: • creating opportunities for students to work as individual, part of a group or with the community • raising awareness and co-operation in respecting the environment, resources, tools, equipment, other students work, the thematic display, etc • enabling students to understand and learn that their own individual choices affect ones progress and development as well as others • teaching students to value and respect the ideas and opinions of others especially in discussion or group work or collaborative projects
Cultural	Art, Craft and design finds opportunities to promote cultural development by: • creating provision for a broad and varied experience for all students through the use of artefacts and resources form as wide a variety of Western and non Western cultures as possible • teaching students that these artefacts and resources are all equally valued and a non hierarchical attitude to different art, craft and design traditions is encouraged and practised • helping students to recognise how images and artefacts can influence the way people think and feel • creating an understanding or awareness of the beliefs and ideas inherent within these artefacts and resources and relating them to their cultural context

Recommended Reading	KS3 Artist - Monographs Taschen Basic AA Series Books on Matisse, Magritte, Chagall, Klimt, Miro, Mondrian, Kahlo, Leonardo, etc Joseph Connell - Master of Dreams by Diane Waldmar Morris by himself by Naylor Yaisoi Kusama - Phaidon

	Frida Kahlo by Hayden Herrera Georgia O'Keefe American Modern - The South Bank Centre The Magic of Escher - Thames & Hudson Art generic 500 Self Portraits by Phaidon The Art Book by Phaidon Art Movements Cubism by Anne Gatefuhner-Trier Surrealism by Tascher Renaissance Art by Claire Bishop Pop Art by Phaidon Installation Art by Claire Bishop Essential Impressionism by Antonia Cunningham Culture Masterpieces of Indian Art by Dr Alka Ronke African Art by Duncan Clarke Hokusai by Mathi Forrer The Arts of the Sikh Kingdom by Susan Stronge Arts & Crafts Mexico by Chloe Sayer Caribbean Arts by Veerle Poupeye Islamic Arts and Architecture by Moy a Carey Skills and Techniques Drawing for Beginners by C Collins Learn to draw still life/animals/building etc by CCollins 13 Art Techniques Children Should Know by Angela Wenzel KS4 Artists Art: The World Of Art From Aboriginal To American Pop, Renaissance Masters To Postmodernism By Belton, R Installation Art By Archer, M This Is Modern Art By Collings, M

	The A–Z Of Art By Hodge, N And Anson, L 20th Century Photography By Museum Ludwig, Cologne Woman Artists And The Surrealist Movement By Chadwick, W Women And Art By Chicago, J And Lucie-Smith, E Women Artists – In The 20th & 21st Century By Grosenick, U Culture Africa, The Art Of A Continent By Phillips, T The Art Of East Asia By Fahr-Becker, G Arts of China The Revolution Continues by Websites www.bbc.co.uk/arts/art www.tate.org.uk https://www.craftscouncil.org.uk/ www.vam.ac.uk www.thebritishmuseum.ac.uk Skills and Techniques Extraordinary sketchbooks by Jane Mason Ks5 Periodicals Crafts Magazine crafts council Art Monthly Frieze Tate or Royal Academy magazines Renaissance Hayward Gallery: In the Black Fantastic Vitamin C: Clay and Ceramic in Contemporary Art By Clare Lilley Art Now By Grosenick, U And Riemschneider Ai Weiwei by Karen Smith The A-Z of visual ideas by John Ingeldew