

# Marshland Curriculum Overview      Art and Design

## Curriculum Intent

Art, craft and design embody some of the highest forms of human creativity. Our curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own work. As pupils progress, they will be able to think critically and develop a more rigorous understanding, discovering how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Pupils are taught to develop their creativity, ideas and increase proficiency in their execution. They develop a critical understanding of artists, expressing reasoned judgements that can inform their own work.

Our curriculum teaches pupils:

- To use a range of techniques to record their observations in sketchbooks and other media as a basis for exploring their ideas
- To use a range of techniques and media, including drawing, printing, painting and sculpture
- To increase their understanding and proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the importance of art, including periods, styles and key movements up to contemporary practices of the present day

## How does our curriculum build upon previous learning?

<b>KS3</b>	<p>The national KS2 curriculum has the same aims as the national KS3 curriculum. In KS2 students are taught to create sketch books, recording their observations and develop their mastery of art including drawing, painting and sculpture. As they move into KS3, we continue this journey to increase their proficiency and mastery of techniques. The complexity of art and key elements developed is dependent upon the setting.</p> <p>Using prior knowledge assessment on entry we identify the needs of our students and how we can best support their art development. In KS3, we continue to explore and practice drawing, painting, sculpture and other art techniques. We particularly focus on formal elements of art and design such as tone, line and shape. We build on their vocabulary in evaluating and analysing creative works. They continue to learn about relevant artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>
<b>KS4</b>	<p>Students who select art build on KS3 by acquiring and developing their technical skills through a broad range of contextual references and material exploration. They develop their use of specialist vocabulary and independence by investigating themes, experimenting and creating personal outcomes.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<ul style="list-style-type: none"> <li>● Produce creative work, explore their ideas and record their experiences</li> <li>● Critically analyse artists</li> <li>● Refine their ideas</li> <li>● Realise personal intentions through the sustained application of the creative process</li> </ul>	<ul style="list-style-type: none"> <li>● Repetition of key terminology and skills</li> <li>● Developing skill content i.e. Printing mono / lino / screen</li> <li>● Questioning</li> <li>● Homework to consolidate learning</li> </ul>

How does our curriculum align to the national curriculum?
<p>Our curriculum meets and exceeds the ambition of the national curriculum as our students develop their creativity and ideas, to increase proficiency in their execution. They develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils are taught:</p> <ul style="list-style-type: none"> <li>● to use a range of techniques to record their observations in sketchbooks, journals and other media</li> <li>● explore ideas</li> <li>● to use a range of techniques and media to increase proficiency in the handling of different materials</li> <li>● to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work</li> <li>● about the history of art, craft, design and architecture</li> </ul>

How do we check student understanding and monitor progress?
<ul style="list-style-type: none"> <li>● Sketchbook feedback against assessment objectives</li> <li>● Peer and teacher ATL and levelling</li> <li>● Questioning</li> <li>● Retrieval practice: revisiting prior knowledge and use of knowledge organisers</li> </ul>

Curriculum sequencing			
Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> <li>• <b>‘Learning to See’</b></li> </ul> <p><b>Content:</b> Graduated tone, composition proportion, depth, accuracy of line, observational, mark-making, texture, contextual references &amp; use of art specific language</p> <p><b>Skills:</b> Drawing &amp; printmaking – monoprinting Evaluative skills</p> <p><b>Contextual:</b> Mark Powell &amp; Alberto Giacometti</p>	<ul style="list-style-type: none"> <li>• <b>‘Impressionism’</b></li> </ul> <p><b>Content:</b> Mark-making, texture, layering, contextual references, contemporary art practices &amp; use of art specific language</p> <p><b>Skills:</b> Painting – watercolour &amp; clay work Evaluative skills</p> <p><b>Contextual:</b> Vincent Van Gogh, Sidney Percy &amp; Paul Cezanne</p>	<ul style="list-style-type: none"> <li>• <b>‘Installation (Sculptural)’</b></li> </ul> <p><b>Content:</b> Texture, layering, collaborative, contextual references, contemporary art practices &amp; use of art specific language</p> <p><b>Skills:</b> Illustration – sculpture Evaluative skills</p> <p><b>Contextual:</b> Varies depending on contextual link/artist reference this year.</p>
8	<ul style="list-style-type: none"> <li>• <b>Colour</b></li> </ul> <p><b>Content:</b> Colour theory &amp; colour blending Composition, proportion, accuracy of line &amp; observation</p> <p><b>Skills:</b> Drawing &amp; evaluative skills</p> <p><b>Contextual:</b> Various links discussed</p>	<ul style="list-style-type: none"> <li>• <b>Typographical</b></li> </ul> <p><b>Content:</b> Typography, contextual references &amp; use of art specific language</p> <p><b>Skills:</b> Printmaking – lino cut, painting – acrylic painting Evaluative skills</p> <p><b>Contextual:</b> David Carson, Jasper Johns, Jenny Holzer &amp; Barbara Kruger</p>	<ul style="list-style-type: none"> <li>• <b>Cultural Art</b></li> </ul> <p><b>Content:</b> Cultural art practices, contextual references &amp; use of art specific language</p> <p><b>Skills:</b> Weaving and / or model making / three-dimensional work. Evaluative skills.</p> <p><b>Contextual:</b> Varies depending on contextual link/artist reference this year. E.g. Beatriz Milhazes</p>
9	<ul style="list-style-type: none"> <li>• <b>Illustrative Art</b></li> </ul> <p><b>Content:</b> Illustration, monochromatic, contextual references, mark-making Independent research &amp; use of art specific language</p> <p><b>Skills:</b> Drawing &amp; evaluative skills</p> <p><b>Contextual:</b> Lucy McLauchlan</p>	<ul style="list-style-type: none"> <li>• <b>Pattern within Art</b></li> </ul> <p><b>Content:</b> Illustration, contextual references, observational, mark-making &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, printmaking – screen-printing and/or lino printing &amp; evaluative skills</p> <p><b>Contextual:</b> Dan Hillier, Iranian Mosques &amp; Religion</p>	<ul style="list-style-type: none"> <li>• <b>Independent Project</b></li> </ul> <p><b>Content:</b> Contextual references, observational, mark-making, independent research, comparing creative platforms &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, use of mixed media and evaluative skills</p> <p><b>Contextual:</b> Varies depending on contextual link/artist reference chosen in independent project</p>

Curriculum sequencing			
Year	Autumn	Spring	Summer
10	<ul style="list-style-type: none"> <li>● <b>Coursework project 1</b></li> </ul> <p><b>Content:</b> Contextual references, observational, experimenting and exploring with materials, independent research &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, use of a range of media, development of research and evaluative skills</p>	<ul style="list-style-type: none"> <li>● <b>Coursework project 1/2</b></li> </ul> <p><b>Content:</b> Contextual references, observational, idea development, experimenting and exploring with materials, working creatively towards an outcome, independent research &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, use of a range of media, creative manipulation, development of research and evaluative skills</p>	
	A multitude of contextual references are explored in-depth to inspire creative work		
11	<ul style="list-style-type: none"> <li>● <b>Coursework project 2</b></li> </ul> <p><b>Content:</b> Contextual references, observational, idea development, experimenting and exploring with materials, working towards &amp; realising an outcome, independent research &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, use of a range of media, creative manipulation, creating an outcome, development of research and evaluative skills</p>	<ul style="list-style-type: none"> <li>● <b>Exam project</b></li> </ul> <p><b>Content:</b> Contextual references, observational, idea development, experimenting and exploring with materials, working towards &amp; realising an outcome, independent research &amp; use of art specific language</p> <p><b>Skills:</b> Drawing, use of a range of media, creative manipulation, creating an outcome, development of research and evaluative skills</p>	
	A multitude of contextual references are explored in-depth to inspire creative work		
<b>Rationale for this sequencing</b>	<p>This sequencing ensures that students develop and build upon their prior knowledge. By recognising the content and building upon the complexity of skills from year to year the creative student learns how to become increasingly independent and draw upon retrieval practices to develop their own skill base. Contextual references become more diverse as the course progresses enabling the learner choice to explore subject matter at KS4. Furthermore, this sequence allows the individual to gain and develop core skills which are imperative at GCSE.</p>		

### How does our curriculum prepare students for the transition to post-16 pathways?

Our curriculum enables the student to become an independent creative individual as the building of skills, contextual reference and content ensures students understand the process of creating and working towards an individual, high-quality outcome. The curriculum prepares our students for A level and future creative pathways by ensuring they have all the formal and creative skills they require to access these courses as an independent learner.