

Hutton Church of England Grammar  
School and Sixth Form

# Art

# Curriculum

# Information, Intent and Map



## Curriculum Vision

Within Art we want all of our students to experience a wide range of skills and techniques. The belief that visual art shakes up, challenges and then eventually changes the accepted ways of thinking about or looking at the world is the foundation that the art curriculum is built upon. We encourage our pupils to be imaginative, to think 'outside the box' and to embrace the idea that new ways of seeing and looking at the world ultimately leads to the world becoming a different place. We introduce pupils to both existing contemporary artists and artists of the past in order to both inspire them and to demonstrate how art can promote change.

We look to build confidence in our pupils by insisting that 'anyone can be good at art' and have built our curriculum around manageable steps which allow students to increase their skills incrementally; it is also vital that students understand the importance of exploration and resilience. They are encouraged to try numerous techniques and from this make many mistakes that they can then learn from; in consequence students become more confident and develop a growth mind-set which benefits them not only in other subjects but during the many different stages of their lives, including the world of work.

It is important that pupils can see a future in the arts and how the subject can be linked to other areas in the curriculum so that education is delivered collaboratively, utilizing transferable knowledge/skills taught in other subjects and, in turn, learning skills within Art which can be applied elsewhere.

Critical thinking is developed by focusing on peer critiques; students learn respect and how to provide comments on improvement in a manner that is polite and also aids in allowing skills to thrive; this leads to providing pupils with the opportunity to develop their own ideas from a range of influences, supporting and championing personalisation within the curriculum. Students can use art as their voice, they can portray messages and opinions in a visual format; some students may struggle to say and write their ideas however flourish when provided opportunities to promote them visually.

At KS3 in particular students focus on tasks which have a strong connection with Christian Values and link in with the subject of religious education and the whole school mission statement. This is portrayed not only through creating artwork in relation to themes of empathy and religious symbolism but also through the mindset of seeing art as a skill set that can be transferred to other subjects and career pathways. It is all the more important, therefore, that we give young people the opportunity to engage with materials in a creative and practical way, helping to prepare them for a future beyond the classroom. As stated in Exodus 35:35 'He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers-all of them skilled workers and designers.' It is important for all to see that in a world of expanding technology, there is still a need for traditional skills and dexterity.

## Art and Design Programmes of Study: Key Stage 3 National Curriculum in England Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous

understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- 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 great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Attainment Targets**

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

### **Subject Content in Key Stage 3**

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

## **Art and Design Programmes of Study: Key Stage 4 (GCSE)**

### **Aims of the Course**

Art at Key Stage 4 encourages students to develop creativity, imagination and confidence in expressing their ideas visually. The course introduces pupils to a wide range of artistic techniques and styles, while also exploring the work of artists from different cultures, periods and traditions. Through studying Art, students will:

- develop creative and imaginative thinking;
- explore a variety of artistic techniques and media;
- respond to and be inspired by the work of artists and designers;
- create personal and meaningful outcomes based on their own ideas and interests.

### **Course Overview**

#### **Qualification**

GCSE Art follows the AQA specification and is studied over two years in Years 10 and 11. It is a practical course where students build a portfolio of work that demonstrates their creativity, experimentation and development of ideas.

#### **What You Will Study**

Students work in a flexible and creative environment where they can develop skills across a range of artistic disciplines. Areas of study may include:

- drawing
- painting
- printmaking
- 3D design
- graphics
- photography
- digital editing

Students are encouraged to experiment with different materials and techniques while developing their own style and responding to the work of artists who inspire them.

### **How Art Is Taught**

Students develop their ideas through sustained projects that involve research, experimentation and refinement of techniques. Work is often presented in sketchbooks or on larger presentation boards, allowing pupils to record their ideas and creative development over time. Both classwork and homework contribute to the development of each project.

### **Assessment**

Assessment for GCSE Art is made up of two components:

- Coursework Portfolio (60%) – at least two sustained projects completed during the course.
- Externally Set Task (40%) – preparation period followed by a 10-hour supervised practical examination to produce a final outcome.

### **Why Study Art?**

Art develops creativity, problem-solving and independent thinking. The skills gained through the course are valuable for a wide range of creative and design-based careers. Art can lead to further study and careers in areas such as architecture, advertising, fashion design, product design, illustration, animation, interior design and teaching.

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- To use a range of techniques and media, including painting.
- To increase their 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 history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## Curriculum Map Key Stage 3

	Year 7	Year 8	Year 9
Half Term 1	<p>Baseline Biscuit Drawing</p> <p>Observational drawing</p> <p>Use of appropriate media, processes, techniques and the ways they are used.</p> <p>Development of their work informed by appropriate secondary sources or observational drawing.</p> <p>Development of their own strengths and interest in the subject.</p> <p>Colour theory (harmonising colours)</p>	<p>Pop Art research page</p> <p>Everyday objects</p> <p>Investigate &amp; research other artists work.</p> <p>Experiment and use appropriate media, processes, techniques and the ways they are used.</p> <p>Colour Theory (primary /secondary colours)</p> <p>Development of their personal work informed by appropriate secondary sources</p>	<p>One Point Perspective Two Point Perspective</p> <p>Measurement techniques in one and two-point perspective</p> <p>Development of their own strengths.</p> <p>Keywords in regards to perspective</p> <p>Careers that make use of visual perspective In the style of Maja Wronska</p> <p>Development of their personal work informed by appropriate primary and secondary sources</p> <p>Develop knowledge on perspective and how it is useful in their own creations</p> <p>Paint shading to show light and dark (analogous colours)</p>
Half Term 2	<p>Analysing artist and designers: Joel Penkman</p> <p>Investigate &amp; research other artists work (article/reading)</p> <p>Record ideas through planning, displaying intentions</p>	<p>3D Clay Food</p> <p>Development of their own strengths.</p> <p>Develop a meaning full response in 3D clay – emphasis on dexterity and working with one’s hands</p>	<p>Kyle Henderson Artist research page</p> <p>Experiment and use appropriate media, processes, techniques and the ways they are used (spray dyes/marbling)</p> <p>Development of their own strengths</p> <p>Typography, composition and annotation skills (reflective)</p> <p>Hutton Collage in the style of Kyle Henderson</p> <p>Development of their personal work informed by appropriate primary and secondary sources</p> <p>Develop a meaningful response in accordance with the selected artist</p>
Half Term 3	<p>Klimt Research Page</p> <p>Experiment and use appropriate media, processes, techniques, particularly paints (paint ratio)</p> <p>Development of their personal work informed by appropriate secondary sources.</p> <p>Development of their own strengths</p> <p>Super curricular: Art Nouveau</p>	<p>Texture Title Page</p> <p>Experiment and use appropriate media, processes, techniques, particularly mark making</p> <p>Development of their own strengths and highlight the importance of composition</p>	<p>Animals – Birds</p> <p>Enforce past skills of composition and typography (Birds title page)</p> <p>Investigate &amp; research other artists work. (Mark Powell)</p> <p>Experiment and use appropriate media, processes, techniques and the ways they are used.</p>

Half Term 4	<p>Tree of Life Freestyle Patterns (Male/Female)</p> <p>Develop a meaningful and personal response - Importance of life and death and how this relates to religious values - Culture – why is visiting art galleries so important – article homework</p>	<p>Textured Hands 3D Cardboard Shoes</p> <p>Development of their personal 3D shoe work informed by appropriate secondary sources.</p> <p>Develop a meaningful and personal response</p> <p>Develop an understanding of “empathy”</p>	<p>Birds</p> <p>Development of their personal work informed by appropriate secondary sources</p> <p>Development of their own strengths</p>
Half Term 5	<p>Imagination Title Page</p> <p>Use of appropriate media, processes, techniques and the ways they are used</p> <p>Development of their personal work informed by traditional and contemporary sources</p> <p>Development of typography skills</p> <p>Illustrator interview – importance of creative careers</p>	<p>Kris Tate Research Page</p> <p>Development of their personal work informed by appropriate secondary sources.</p> <p>Development of their own strengths</p>	<p>Portrait Measurements</p> <p>Use of measurement technique when drawing faces</p> <p>Experiment techniques and the ways they are used (continuous line)</p> <p>Development of their own strengths</p>
Half Term 6	<p>Jan Pienkowski Silhouette</p> <p>Clay church scene</p> <p>Develop understanding through investigations of artists and contemporary sources</p> <p>Development of their own strengths and interest in the subject</p> <p>How churches play a part in religion and art -3D</p> <p>Sculptural skills/working as part of a group</p>	<p>Animal Collage In the style of Kris Tate</p> <p>Experiment and use appropriate media, processes, techniques include ICT.</p> <p>Develop a meaningful and personal response</p> <p>Use Photoshop skills</p> <p>Graphic Designer Career</p>	<p>Kris Trappeniers Artist research page</p> <p>Portrait in the style of Kris Trappeniers</p> <p>Development of their personal work informed by appropriate primary and secondary sources</p> <p>Develop a meaningful response in accordance with the selected artist</p>

## Curriculum Map Key Stage 4

We follow the AQA GCSE Art and Design specification for Fine Art

	Year 10	Year 11
Half Term 1	Coursework Project 1: Food Generating Ideas/Project Brief Artist Research X2 Compare and Contrast In the style of Primary photos - Development of their personal work informed by appropriate primary and secondary sources. - Development of their own strengths.	Coursework Project 2: Animals Experimenting media Planning Design Ideas Final Outcome - Experiment and use appropriate media, processes, techniques and the ways they are used. - Develop a meaningful response in accordance with the set brief
Half Term 2	Coursework Project 1: Food Experimenting media Planning Design Ideas Stop and Reflect - Experiment and use appropriate media, processes, techniques and the ways they are used.	Coursework Project 2: Animals Final Outcome Photoshop Evaluation - Develop a meaningful response in accordance with the set brief
Half Term 3	Coursework Project 1: Food Final Outcome Photoshop Evaluation - Develop a meaningful response in accordance with the set brief	Coursework Mock Exam Generating Ideas/Project Brief Artist Research X2 Compare and Contrast In the style of Primary photos -Development of their personal work informed by appropriate primary and secondary sources. - Development of their own strengths.
Half Term 4	Coursework Project 2: Animals Generating Ideas/Project Brief Artist Research X2 Compare and Contrast In the style of Primary photos - Development of their personal work informed by appropriate primary and secondary sources. - Development of their own strengths.	Coursework Mock Exam Experimenting media Planning Design Ideas Final Outcome - Experiment and use appropriate media, processes, techniques and the ways they are used. - Develop a meaningful response in accordance with the set brief
Half Term 5	Coursework Project 2: Animals Experimenting media Planning Design Ideas Stop and Reflect - Experiment and use appropriate media, processes, techniques and the ways they are used.	Mock Exam Final Outcome/artwork display
Half Term 6	Coursework Project 2: Animals Experimenting media Planning Design Ideas Stop and Reflect - Experiment and use appropriate media, processes, techniques and the ways they are used.	GCSE Examinations

## Curriculum Map Key Stage 5

We follow the AQA A Level Art and Design specification for both Fine Art and Photography

	Year 12	Year 13
Half Term 1	(Personal Project) Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths. Develop a meaningful response in accordance with the set brief	(Personal Project) 1000 word essay Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths.
Half Term 2	(Personal Project) Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths. Develop a meaningful response in accordance with the set brief	(Personal Project) 1000 word essay Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths.
Half Term 3	(Personal Project) -Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths. Develop a meaningful response in accordance with the set brief	(Personal Project) 1000 word essay Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths.
Half Term 4	(Personal Project) Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths. Develop a meaningful response in accordance with the set brief	(Personal Project) Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths. Develop a meaningful response in accordance with the set brief
Half Term 5	(Personal Project) Experiment and use appropriate media, processes, techniques and the ways they are used. Development of their personal work informed by appropriate primary and secondary sources. Development of their own strengths.	(Personal Project) Final Outcome/artwork display

	Develop a meaningful response in accordance with the set brief	
Half Term 6	<p>(Personal Project)</p> <p>Experiment and use appropriate media, processes, techniques and the ways they are used.</p> <p>Development of their personal work informed by appropriate primary and secondary sources.</p> <p>Development of their own strengths.</p> <p>Develop a meaningful response in accordance with the set brief</p>	A Level Examinations