

## Curriculum Progression Pathway for Art

### Subject Intent:

- *produce creative work, exploring their ideas and recording their experiences*
- *build technical skills and knowledge in recording, (drawing/painting), sculpture, print 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*

### Specifically at KS4

**AQA GCSE Art and Design (Fine Art)** will prepare students to participate confidently and successfully in an increasingly design and Art world. Students will gain awareness and learn from wider influences on Art, craft and Design including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work independently, creatively when designing and making and apply technical and practical expertise.

*Fine art practice allows the opportunity to explore an idea, convey an experience or respond to a theme or issue of personal significance.*

### Why is the study of Art important?

Arts and cultural learning is more important than ever for the health of our communities and our society

Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative. Studying arts subjects also increases social mobility – encouraging and motivating students from low-income families to go into higher education. Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society

- Students from low-income families who take part in arts activities at school are three times more likely to take a degree
- By making art a part of the national curriculum, we give the next generation of artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future
- Engagement with the arts helps young people develop a sense of their own identity and value. This in turn develops personal responsibility within their school and wider community
- Arts and cultural learning encourages awareness, empathy and appreciation of difference and diversity and the views of others

*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.*

#### **What skills will the study of Art teach you?**

**You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.**

- *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*
- *increase their proficiency in the handling of different materials*
- *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.*
- *present personal responses to a starting point*

#### **Specifically at KS4**

- *develop their ideas through investigations informed by selecting and critically analysing sources*
- *apply an understanding of relevant practices in the creative and cultural industries to their work*

- *refine their ideas as work progresses through experimenting with media, materials, techniques and processes*
- *record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses*
- *use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:*
  - *media*
  - *materials*
  - *techniques*
  - *processes*
  - *technologies*
- *use drawing skills for different needs and purposes, appropriate to context*
- *realise personal intentions through sustained application of the creative process*
- *Independent learning skills*
- *Problem solving*

**What will you know and understand from your study of Art?**

**Skills developed through participation in the arts are increasingly important in the workplace and therefore, key to a successful career.**

- CREATIVITY. ...
- CONFIDENCE. ...
- PROBLEM SOLVING.
- PERSEVERANCE. ...
- FOCUS. ...
- NON-VERBAL communication
- RECEIVING. Constructive feedback

- COLLABORATION skills
- DEDICATION
- ACCOUNTABILITY

You will know and understand how to use a range of materials and techniques and why Artworks are made.

#### **How does your study of Art support your learning in other subjects?**

**Tate Gallery:** Art may not be your favourite subject, but studying the arts alongside other subjects significantly boosts student achievement. Schools that integrate arts into their curriculum show improved student performance in Maths, English, critical thinking and verbal skills.

#### **How can you deepen your understanding of Art?**

- identify prior knowledge and design teaching plan around the student
- build on the students wider interests and encourage them to work independently, widely outside of the lesson times providing suitable materials, exhibitions, Gallery visits, web site and literature
- set deeper challenges-more conceptual based projects breaking off into multiple lines of enquiry
- use critiques and skillful questioning techniques to boost deeper thinking e.g socratic, probing and funnelling questions
- set projects that are based on emotional responses requiring higher level thinking, rather than decorative responses
- Use a curriculum that spirals upwards in terms of knowledge, skills, understanding, materials and techniques

#### **How can Art support your future?**

*Alevel Art, Btec Art, Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.*

Did you know more people work in the creative industries than the finance industry! The creative industries generate £84.1 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis. (Source: [thecreativeindustries.co.uk](http://thecreativeindustries.co.uk))

Exam board used in Y10 & Y11

AQA

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1</b>	<b>Drawing</b> Art Elements : Shape, line, value, texture, pattern	<b>Cultural craft, Drawing, painting</b> Mexican Art conventions: analysing what the colours, patterns mean and the rituals/meanings of The Day of the Dead	<b>Cultural craft, Architecture, drawing, painting</b> Indian Art and Architecture with its conventions: analysing Art in Indian religions, what colour and patterns mean, the importance of Elephants	<b>Unit 1: Portfolio project 1 AO1</b>	<b>Unit 1: Portfolio Extended project AO1/AO3</b>
<b>Autumn 2</b>	<b>Painting</b> Art Elements: Colour mixing secondary, tertiary, tints, tones, complementary colour	<b>Sculpture</b> 3D Day of The Dead skeleton wire figurine using all correct conventions and	<b>Sculpture</b> 3D Clay Elephant using all correct conventions and techniques when constructing, forming	<b>Unit 1: Portfolio project 1 AO3</b>	<b>Unit 1: Portfolio Extended project AO2/AO4</b>

	theory mixing	techniques when constructing and forming a human figure	and sculpting applying surface patterns		
<b>Spring 1</b>	<b>History of Art:</b> Cave Art Technique: Drawing	<b>Print History of Art</b> German Expressionism How war affects Art	<b>Print History of Art Pop Art</b> How Art, popular culture and advertising are linked	<b>Unit 1: Portfolio project 1 AO2</b>	<b>Unit 2 : External Exam AO1/AO3</b>
<b>Spring 2</b>	<b>Sculpture History of Art:</b> Egyptian Technique: Paper Clay Outcome: Sculpture	<b>Print History of Art:</b> German Expressionism <b>Technique: Collagraph</b> Use of line and tone to convey emotion in portraiture Outcome: Print portrait	<b>Print</b> Typography Lino History of Art: Pop Art	<b>Unit 1: Portfolio project 1 AO2</b>	<b>Unit 2 : External Exam AO2, AO4 Timed 10 hour exam</b>
<b>Summer 1</b>	<b>Architecture</b> Cityscape one point perspective	Craft Textiles History of Art: Impressionism, pointillism, chromoluminarism	<b>Graphic design History of Art:</b> Comic Books, Studio Ghibli	<b>Unit 1: Portfolio project 1 AO4</b>	
<b>Summer 2</b>	<b>Architecture</b> Cityscape one point	Craft Textiles History of Art:	<b>Graphic design History of Art:</b> Comic	<b>Unit 1: Portfolio project 1 AO4</b>	

	perspective Outcome: Group drawing	Impressionism, how light/colour is used to capture atmosphere of local landscape	Books, Studio Ghibli Outcome: Design own Superhero using correct conventions		
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