

Curriculum Intent Statement for Art

Intent

Art curriculum at GM school is designed to help students develop their capacity to formulate and communicate ideas and feelings.

Art activities help enhance perceptual skills through Investigation, developing and refining ideas, exploring a range of media and producing final outcomes. Consistent progress in these areas will lead to a secure knowledge, rich understanding and exceptional outcomes.

Implementation

The Art curriculum is delivered using a combination of skills-based lessons and a thematic approach to expanding the cultural knowledge and experience of our students. Introducing students to a wide breadth of artists, styles and practitioners.

We aim to deliver coherently planned and sequenced projects that cross over the arts subject areas to create a deeper knowledge of the cultural context in which different styles and movements originated. Involvement in the arts helps to foster a positive attitude among students by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition.

EYFS

In EYFS Art is taught through free flow activities almost daily. Children are encouraged to draw upon a range of themes to create work in a variety of different media. Work in EYFS focuses on colour, shape, line and form and is integrated in to other areas of the curriculum such as humanities topics.

KS1

Art is taught in a 45minute session weekly or the equivalent across a half term. Children focus on the formal elements of art, which are essential building blocks in understanding and creating visual art. Pupils delve into the intricacies of line, tone, texture, shape, pattern, colour, and form, examining their significance and how they interrelate with each other. Through a range of media and subject matter, students explore a diverse array of artistic expressions, while also making connections to other elements across the curriculum.

KS2

Students engage in hands-on activities that encourage experimentation and creativity, fostering a deeper understanding of these fundamental concepts. Through practical exploration, students will develop their visual literacy skills, honing their ability to analyse, interpret, and appreciate different formal elements in art. This provides a solid foundation for further exploration of the formal elements, setting the stage for students to continue their artistic journey with a keen eye for these fundamental concepts

KS3

Key Stage 3 follows the National Curriculum and is taught in mixed ability groups over 2 hours per fortnight.

Year 7

Students will start the term with an Introduction to Art where they begin to build up basic skills in drawing and the use of colour and tone. They then explore perspective and how to create depth in two-dimensional images and finish the year working on Portraiture; drawing themselves in relation to artists that they have researched.

Year 8

Students work on a graphic design project in which they research, plan, develop and refine their ideas for a CD cover, moving on to developing their skills in Photoshop and re-interpret their designs in a digital format. Pupils finish the year by looking at mark-making skills and observational drawing.

Year 9

Students start the year looking at the work of M.C. Escher and learn how to manipulate tessellating shapes and develop their own design for an interlocking tile. They then move on to studying the figure through the medium of a comic book project that ties together previous units of work ranging from portraiture to perspective landscape drawing. Students finish the year developing their Photoshop skills in preparation for GCSE Art, BTEC Art and Design or iMedia.

KS4

KS4 follows the BTEC of GCSE exam board specification and is taught in mixed ability groups over 6 hours per fortnight.

GCSE Art is assessed as two units of work; the personal portfolio and the ESA (externally set assignment). The GCSE covers a range of activities and in-depth assignments. Students have the opportunity to experiment with different media in order to explore their strengths and preferences. There are a wide range of approaches within the Fine Art syllabus on which to focus, or students may choose to work in several areas. Whatever students choose, the main aim of the course is to develop their visual language skills and to build a comprehensive portfolio of work to progress to further courses or employment.

GCSE Art and Design (Fine Art)

Unit 1: Portfolio of Work 60%

Unit 2: Externally Set Task 40%

Examination body – AQA GCSE Art and Design (Fine Art)

The BTEC First Award in Art and Design consists of four units of work; three internally set units and an externally set assignment. The BTEC course covers a range of skills based around real world scenarios or project briefs. Students research into art practitioners, develop their practical skills and gain an understanding of the formal elements of art.

Examination body – Pearson BTEC First in Art and Design

Enrichment Opportunities

We aim to broaden and develop our student's cultural capital through a range of enrichment activities both inside and outside of school. These include gallery visits, theatre performances and experiencing or participating in concerts. These opportunities give our students the chance to experience the arts in a way that they may not otherwise have been accessible to them.

Supporting your Child

BBC Bitesize

Pearson BTEC Tech Award in Art and Design Practice Specification (2022)

Where could Art take you next?

Possible careers in Art can be – Graphic Designer, Artist, Animator, Fashion Designer, Photographer, Interior Designer, Industrial Designer, Concept Artist, Art Director, Architect, Illustrator, Games Designer, Filmmaker, Prop Maker, Jewellery Maker, Glass Maker, Ceramicist, Art Therapist, Web Designer and Developer, Makeup Artist, Advertising & Marketing, Chef and more!