

Subject	Art
<b>Curriculum Intent</b>	<p>Students in the Art &amp; Design Department are encouraged to work individually and collaboratively while also having an open-minded approach toward many forms of expression. The general philosophy of the department is to develop in pupils an inquisitive mind that can observe, recognize and understand what it sees. This should happen in as many ways as is necessary for a pupil to develop and form expressive, visual statements that have a direct relationship to their personal experience. Staff members are energetic and dedicated, with a wide range of specialised talents, artistic training, and experiences. This allows for a unique, diverse and fascinating curriculum that gives students the skills, techniques, knowledge, and understanding they need to produce work to the best of their abilities.</p>
<b>Key Stage 3</b>	<p>Line, tone, texture pattern, colour &amp; shape are the formal elements of Art and Design introduced to Year 7 pupils. These form the basis of all art work and are the building blocks to becoming a successful artist. Drawing from direct observation and creativity will be among the skills that students will practise. The Threshold Curriculum is meant to help students build on what they've learned and graduate to a higher level. Printing, painting, and mixed media are just a few of the mediums and techniques that can be explored through projects. Students will get a better understanding of pattern, texture, colour, and composition and how to apply it to their work. They will conduct more independent research, drawing on their knowledge of the work of artists and designers from a wider range of sources, eras, and cultures. In Year 9 students expand on their learning from Years 7 and 8, focusing on Art, Textiles and Photography and continue to develop key skills and techniques needed for GCSE. Students refine their sketching and recording abilities while experimenting with a variety of media and techniques as well as traditional painting techniques. They will be encouraged to explore and express inventive ideas in their visual work, as well as to acquire a critical knowledge of their own and others' work through increased verbal and written awareness.</p>
<b>Key Stage 4</b>	<p>At Key Stage 4, we follow the AQA GCSE Art, Photography and Textile syllabus. The department's success and the continual development of ability, knowledge, and understanding is based on dynamic observational drawing and the creative use of a wide range of techniques, processes and media.</p> <p>In Component 1 60% (portfolio) students complete two projects, one that is predominantly teacher-led that introduces students to further skills such as soap carving, batik, silk-painting, 3d work, acrylic painting, lino printing, etching and mixed media. The second project is more personal where students get to focus on a subject and area that is their strength, they then independently develop responses to initial starting points and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>Photography GCSE is a very specialist, technical and exciting subject. This course doesn't just involve taking photographs. Students will be expected to produce work using a digital camera and ICT as well as using general art and design methods to develop and produce responses to tasks. Students will study and analyse the work of other artists/photographers and use this knowledge to enhance and influence their work.</p> <p>Textiles GCSE is a creative subject. Students will develop their art skills from KS3 in a more specialist area that covers textile design techniques and processes, appropriate to students' personal intentions, for example: weaving, felting, stitching, appliqué, construction methods</p>

and printing.

In Component 2 40% (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.