AHHS Art & Design KS3-4 Curriculum

The AHHS Art KS3-4 Curriculum is a designed specifically as a continuation of the aims and purpose of study for Art and Design as outlined in the KS1-2 National Curriculum Framework, as outlined below.

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

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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). To know about great artists, architects and designers in history.

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.
- 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

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The repetition of ‘RARR’ (Research, Analysis, Respond and Review) is systematically and explicitly taught, throughout key stage 3, in order to embed the process deep within teaching and learning. Pupils will develop their proficiency of using ‘RARR’ as they progress through year 7-9. At key stage 4, this process will be deeply embedded within pupils' practice, allowing pupils to independently explore and express their creative intentions.

Throughout each term ‘one off’ lessons will be used to spark pupils' imaginations, encourage them to be adaptable and introduce them to current events/exhibitions in the Art world. This will also include teaching some of the extra-curricular content within a timetabled lesson to motivate pupils to participate and/or sample the extra-curricular activities on offer.

Pupils will creatively record their work in their sketchbooks, to promote personal reflection and ownership. Each term will focus on either an Art/Design/Craft individual, movement, culture or theme. Pupils will produce creative work, exploring their ideas and recording their experiences in sketchbooks, journals and other relevant media.

National Curriculum Aims/Curriculum Intent KS3/4 - Through studying Art and Design pupils will:

1. NC Aims/Curriculum Intent: Produce creative work, exploring their ideas and recording their experiences in sketchbooks, journals and other relevant media.

2. NC Aims/Curriculum Intent: Become proficient and confident in their handling of different materials, processes and techniques, including drawing, painting, sculpture, print and other Art, Design and Craft techniques.

3. NC Aims/Curriculum Intent: Evaluate and analyse historical and contemporary works of Art using the language of Art, Craft and Design. Pupils will embrace the linguistic conventions of the Art and Design community, allowing pupils to talk meaningfully about their own work and that of others, in order to strengthen the visual impact, inspirations or applications of their work.

4. NC Aims/Curriculum Intent: Know about, and be informed by, the contextual and cultural significance of great artists, craft makers and designers and understand the historical and cultural development of their art forms. Pupils will develop a critical comprehension of a significant range of Art periods, styles and major movements, from ancient times to the present day.

5. Curriculum Intent: Understand the theory of the formal elements (line, tone shape, colour, composition etc.) and the Philosophy of Art (interpretation, representation expressionism and form). Providing pupils with the concepts and intellectual tools necessary to begin to think critically and create in a coherent and informed manner.

6. Curriculum Intent: Be intrinsically motivated to explore and express their own passions and interests as project stimulus.

7. Curriculum Intent: Participate in regular and constructive extra-curricular activities as a beneficial way of introducing new knowledge and skills, whilst enhancing and enriching their experience of their Arts education.

	NC Aims/ Curriculum Intent	Year 7 Curriculum Intent	Autumn	Spring	Summer
Year 7	1, 2, 3, 4, 5, 7	**Research:** Throughout each term *pupils will begin to know about, and appreciate*, the contextual and cultural significance of great artists, craft makers and designers. Across each term pupils' *research will become more detailed and relevant*. The process of using the 'annotation and research guide' *will become more embedded in pupil's practice* through regular application. *Pupils will also be introduced to research* via discussion, debate, video content, information sheets and independent digital research. **Analyse:** *Pupils will be introduced to the process of* analysing a piece of artwork through discussion and debate. *Key vocabulary will be progressively introduced*, supported by the 'annotation and research guide', to develop pupils understanding and knowledge of the language of Art, Craft and Design. *Pupils will share and justify their opinions and ideas with growing confidence.* **Respond:** Pupils will respond to their research and analysis by *creating samples in a relevant media. Pupils will begin to develop* their proficiency and confidence of handling new media, processes and techniques *through practice and experimentation*. Across each term *pupils will begin to build upon their core Art skills, through increased levels of challenge.* **Review:** *Pupils will be introduced to* using annotations in their work to log *some* of the discoveries and challenges they have faced. *Pupils will be introduced to* using subject specific vocabulary through discussion, debate and annotation, *which will begin to demonstrate* pupils critical and cultural understanding of their work and inspirations. Across each term *pupils' annotations will become more specific*. Pupils use of	**Art Theory: The Formal Elements: Line** Pupils will be introduced to the theory and application of the formal element of line through explorative, experimental work. Pupils will analyse and respond to such artists as: Bernard Buffet, Paride Bertolin and Tim Burton. **Media:** Pencil, Biro, Drawing ink. **Process, Technique:** Mark making, sketching, cross hatching. **Purpose/Benefit:** To develop pupils' comprehension, and skill of using the formal element of line.	**Art Theory: The Formal Elements: Tone** Pupils will be introduced to the theory and application of the formal element of tone through explorative, experimental work. **Media:** Pencil **Process, Technique: Shading, tonal sketching, shadows/highlights.** **Purpose/Benefit:** To develop pupils' comprehension, and skill of using the formal element of tone.	**Art Theory: The Formal Elements: Colour** Pupils will be introduced to the theory and application of the formal element of Colour through explorative, experimental work. Pupils will analyse and respond to the artist: Jessica Doyle **Media:** Water colour, collage, inks. **Process, Technique: Proportional drawing, colour mixing, blending, gradients.** **Purpose/Benefit:** To develop pupils' comprehension, and skill of using the formal element of colour.

		subject specific vocabulary *will become more integrated* in their practice through regular application.			

	NC Aims/ Curriculum Intent	Year 8 Curriculum Intent **Please Note:** Mr Bignell and Miss Chambers will teach each year 8 project on opposing terms, to allow for efficient use of ceramic resources.	Autumn/Spring	Spring/Summer	
Year 8	1, 2, 3, 4, 5, 7	**Research:** Throughout each term *pupils will know about*, *and begin to be informed by*, the contextual and cultural significance of great artists, craft makers and designers. Across each term pupils' *research will be detailed and relevant to a range of influences*. The process of using the 'annotation and research guide' *will be embedded in pupil's practice* through regular application. *Pupils will also be more confident obtaining their research* via discussion, debate, video content, information sheets and independent digital research. **Analyse:** *Pupils will be more confident with the process of* analysing a piece of artwork through discussion and debate. *A range of* vocabulary will be progressively *embedded in pupils' practice*, supported by the 'annotation and research guide', to develop pupils understanding and knowledge of the language of Art, Craft and Design. *Pupils will share and justify their opinions and ideas with confidence.* **Respond:** Pupils will respond to their research and analysis by *creating detailed samples in a relevant media. Pupils will develop* their proficiency and confidence of handling new media, processes and techniques *through practice and considered experimentation*. Across each term *pupils will begin to build upon and strengthening* prior core Art skills and subject knowledge, through increased levels of challenge. **Review:** Pupils will use annotations in their work to log *key* discoveries and challenges they have faced. *Pupils will begin to confidently* use subject specific vocabulary through discussion,	**Art, Craft or Design: Individual, Movement, Culture, Theme:** Gothic Architecture Pupils will analyse and respond to the artist: Ian Murphy **Media:** Pen, Pencil, Charcoal, Acrylic Paint, Collage, Clay. **Process, Technique:** 3D sculpture, Mono Print, Collage, Proportional drawing, Cross hatching. **Purpose/Benefit:** To develop pupils' contextual knowledge of the Gothic Architecture period/ movement. To refine pupil's ability to creatively explore and experiment with a range of new media.	**Art, Craft or Design: Individual, Movement, Culture, Theme:** Flora and Fauna (Insects) Pupils will analyse and respond to the artist: Christopher Marley **Media:** Fine liner, Oil pastel, Pencil, Pencil crayon, Chalk pastels **Process, Technique:** Drawing, Oil pastel print, Oil pastel – Tonal, Collage, Print. **Purpose/Benefit:** To develop pupil's ability to creatively explore and experiment with a range of new media.	

		debate and annotation, which will demonstrate pupils critical and cultural understanding of their work and inspirations. Across each term *pupils' annotations will become more specific*. Pupils use of subject specific vocabulary *will become integrated* in their practice through regular application.			

	NC Aims/ Curriculum Intent	Year 9 Curriculum Intent	Autumn/Spring	Spring/Summer	
Year 9	1, 2, 3, 4, 5, 7	**Research:** Throughout each term *pupils will know about*, *and be informed by*, the contextual and cultural significance of great artists, craft makers and designers. Across each term pupils' *research will be concise and relevant to a broad range of influences*. The process of using the 'annotation and research guide' *will be embedded in pupil's knowledge and practice* through regular application. *Pupils will also be confident obtaining their research* via discussion, debate, video content, information sheets and independent digital research. **Analyse:** *Pupils will be confident with the process of* analysing a piece of artwork through discussion and debate. *A broad range of* vocabulary will be *embedded in pupils' practice*, supported by the 'annotation and research guide', to develop pupils understanding and knowledge of the language of Art, Craft and Design. *Pupils will share and justify their opinions and ideas with confidence and meaning.* **Respond:** Pupils will respond to their research and analysis by *creating detailed, skillful samples in a relevant media. Pupils will develop and refine* their proficiency and confidence of handling new media, processes and techniques *through practice and considered experimentation*. Across each term *pupils will build upon and strengthening* prior core Art skills and subject knowledge, through *advanced* levels of challenge. **Review:** Pupils will use annotations in their work to log *significant* discoveries and challenges they have faced. *Pupils will confidently* use subject specific vocabulary through discussion, debate and annotation, which will demonstrate pupils critical and cultural understanding of their work and a	**Art, Craft or Design: Individual, Movement, Culture, Theme:** Day of the dead Pupils will analyse and respond to the artist: David Lozeau **Media:** Oil pastels, pen, pencil, water colour, dried fruit (prints) **Process, Technique:** Drawing, Typography painting and experimental print. **Purpose/Benefit:** To ensure that pupils understand the culture's historical, cultural and contextual significance. Pupils will use their artistic skills and cultural subject knowledge to direct their creative decisions.	**Art, Craft or Design: Individual, Movement, Culture, Theme:** Street Art (The white canvas project) Pupils will analyse and respond to the artist: Mr Penfold. **Media:** Acrylic paint, pen, pencil, fine liner, marker pens, pencil crayon. **Process, Technique:** Illustration, Collage, Painting. **Purpose/Benefit:** To develop pupils' knowledge of contemporary illustrators and to illustrate the commercial life of an contemporary artist.	

		broad range of inspirations. Across each term *pupils' annotations will be specific and personal*. Pupils use of subject specific vocabulary *will be deeply integrated* in their practice through regular application.			

	NC Aims/ Curriculum Intent	Year 10 Curriculum Intent	Autumn/Spring/Summer		
Year 10	1, 2, 3, 4, 5, 6, 7	**Research:** Throughout each term *pupils will know about, and be informed by*, the contextual and cultural significance of great artists, craft makers and designers *and understand the historical and cultural development of their art forms*. Across each term pupils' *in-depth research will be concise and relevant to a diverse range of influences*. The process of using the 'annotation and research guide' *will be deeply embedded in pupil's knowledge and practice* through regular application. *Pupils will also be confident obtaining their research* via discussion, debate, video content, information sheets and independent digital research. **Analyse:** *Pupils will be confident with the process of* analysing a piece of artwork through discussion and debate. *An advance range of* vocabulary will be *thoroughly embedded in pupils' practice*, enhanced by the 'annotation and research guide', to develop pupils understanding and knowledge of the language of Art, Craft and Design. *Pupils will independently share and justify their opinions and ideas with confidence and meaning,* in order to strengthen the visual impact, inspirations or applications of their work. **Respond:** Pupils will *creatively* respond to their research and analysis by *creating detailed, skillful samples in a relevant media. Pupils will begin to refine and master* their proficiency and confidence of handling media, processes and techniques *through refined and considered experimentation*. Across each term *pupils will build upon and strengthening* prior core Art skills and subject knowledge, through *personal* levels of challenge.	**Art, Craft or Design: Individual(s), Movement, Culture, Theme:** Portraiture: Emotions Pupils will analyse and respond to a range of artists relevant to their personal interpretation. **Purpose/Benefit:** To develop pupils' contextual knowledge of a broad range of artists, craft makers and designers relative to a specific theme. To develop pupil's ability to creatively and confidently explore and experiment with a range of suitable media, relative to their intentions. *Pupils will be given a detailed introduction to* the AQA assessment and creative structure of 'Develop, Refine, Record, Present', in order to inform and direct their learning.	**Please Note:** The Portraiture: Emotions project will run for the duration of year 10	

		Review: Pupils will use *clear and concise* annotations in their work to log *significant* discoveries and challenges they have faced. *Pupils will confidently* use subject specific vocabulary through discussion, debate and annotation, which will demonstrate pupils critical and cultural understanding of their work and a *broad range of* inspirations. Across each term *pupils' annotations will be clear, concise and personal*. Pupils use of subject specific vocabulary *will be deeply integrated* in their practice through regular and consistent application.			

	NC Aims/ Curriculum Intent	Year 11 Curriculum Intent	Autumn	Spring	Summer
Year 11	1, 2, 3, 4, 5, 6, 7	**Research:** Throughout each term *pupils will know about, and be informed by*, the contextual and cultural significance of great artists, craft makers and designers *and understand the historical and cultural development of their art forms*. Across each term pupils' *in-depth research will be concise and relevant to a diverse range of influences*. The process of using the 'annotation and research guide' *will be deeply embedded in pupil's knowledge and practice* through regular application. *Pupils will also be confident obtaining their research* via discussion, debate, video content, information sheets and independent digital research. **Analyse:** *Pupils will be confident with the process of* analysing a piece of artwork through discussion and debate. *An advance range of* vocabulary will be *thoroughly embedded in pupils' practice*, enhanced by the 'annotation and research guide', to develop pupils understanding and knowledge of the language of Art, Craft and Design. *Pupils will independently share and justify their opinions and ideas with confidence and meaning,* in order to strengthen the visual impact, inspirations or applications of their work. **Respond:** Pupils will *creatively* respond to their research and analysis by *creating detailed, skillful samples in a relevant media. Pupils will begin to refine and master* their proficiency and confidence of handling media, processes and techniques *through refined and considered experimentation*. Across each term *pupils will build upon and strengthening* prior core Art skills and subject knowledge, through *personal* levels of challenge.	**Art, Craft or Design: Individual, Movement, Culture, Theme:** Sealife Pupils will analyse and respond to a range of artistic influences relative to their project theme. **Media:** Pencil, Pen, Water Colour, Print, Ceramics **Process, Technique:** Proportional drawing, sketching, tonal/cross hatching studies, 3D/Ceramics **Purpose/Benefit** To develop pupils 3D ceramics skills. To refine pupils' ability to confidently and competently respond to a project theme in preparation for the final exam. Once the project is completed, pupils will refine their portfolio ready for submission.	**Unit 2: Externally set task.** Pupils will have approximately 14 weeks to research, analyse, respond and review their work, relative to the Unit 2 exam. Pupils will then complete their ten-hour controlled assessment. All work will be presented on A2 design sheets/in sketchbooks.	**Marking** Unit 1 and 2 will be submitted for marking and moderated in line with AQA guidelines.

		Review: Pupils will use *clear and concise* annotations in their work to log *significant* discoveries and challenges they have faced. *Pupils will confidently* use subject specific vocabulary through discussion, debate and annotation, which will demonstrate pupils critical and cultural understanding of their work and a *broad range of* inspirations. Across each term *pupils' annotations will be clear, concise and personal*. Pupils use of subject specific vocabulary *will be deeply integrated* in their practice through regular and consistent application.			