

Curriculum Overview – Art and Design

Intent

The overarching **concepts** for Art and Design at Shaftesbury School are:

- **Developing Practical skills**
- **Developing Ideas and techniques**
- **Problem solving**
- **Creativity**
- **Critical and Contextual Understanding**
- **Collaboration**
- **Creativity**

Implementation

KS3 – 7 and 8's

Students will work broadly in Art and Design with the three full terms having a specific outcome based on either Fine Art, Graphics or Textiles. In **Year 9** Students will learn and be taught the differences between Fine Art, Graphics and Textiles, hopefully helping them decide the route that best suits their skills and interests in the Arts to choose one of these specific components for GCSE.

KS4

In KS4 students follow the AQA Art and Design (8201) specification and can opt for either Art, Craft and Design, Graphic Communication or Textile Design which are all skills based courses which allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

KS5

In KS5 students continue using the same skills, techniques and context that they have used throughout their KS3 and KS4 studies. Developing these ideas into more detailed and technical outcomes. The course content is the same as previous Component 1: coursework and Component 2 – externally set exam. Component 1 – is described as the Personal Investigation – a project that the student undertakes with the guidance of the teacher – answering all 4 assessment objectives and culminating in a diverse portfolio and essay that showcases the direction that they wish to proceed with in Further Education.

Curriculum Overview (Knowledge and skills)			
Term	1	2	3
Year 7	Fine Art – Natural Forms Students learn from direct observation basic pattern and shape and how to understand the Formal Elements of art. Context: Angie Lewin	Graphics – Typography Students learn the basic rules of typography. Illustrative techniques, anatomy and family of types. Context: Helvetica, Paul Rand, Neville Brody, Tomato/Underworld	Textiles Weaving / Pop Art Skills: Papermaking, weaving, dying, hand stitching
Year 8	Fine Art - Natural Forms Students learn from direct observation curves and contour lines, which describe the form. This is developed into 3D models using wire and Papier mache' Context: Melinda Hackett, Peter Randall-Page, Carolyn Genders	Graphics – Pattern Students learn an understanding of geometric design. and will develop ideas through their investigations. They will be able to present a meaningful response to their research. Printing Processes are taught – students learn about tiling, repletion and tessellation. Context: Orla Kiely	Textiles Portraiture Skills: Layering, couching, applique, collage, hand embroidery
Year 9	Fine Art – Urbanism Students learn drawing skills, printmaking and clay relief techniques Context: Banksy, David Hopher, Zaha Hadid,	Graphics – Festival Poster Graphics – Space App Students learn about basic layout, simple photoshop techniques and contextual links to graphic designers Context: Simon C Page Graphics – Chocolate – Packaging Students learn about basic layout, simple photoshop techniques and contextual links to graphic designers Context:	Textiles Recycled costume design Skills: Bonding, fusing, encapsulation, stitching, couching, machining, free machining
Year 10	Art - Component 1: Still Life/Portraiture/Typography	Graphics – Component 1: Magazine Design	Textiles - Component 1: Natural Forms
Year 11	Art - Component 1: Landscape Component 2: Externally Set task	Graphics – Component 1: Fruju – packaging project, Component 2: Externally Set task	Textiles – Component 1: Animal Print Component 2: Externally Set task
Year 12	Art – Structures, Decay	Graphics – Business cards, Live Briefs, Book Cover design	Textiles - : Geometric Shapes
Year 13	Art – Personal Investigation	Graphics - Personal Investigation	Textiles - Personal Investigation

Impact

By the end of Key Stage 3 pupils will be able to develop their capability, creativity and knowledge in Art, hopefully going onto study further at GCSE.

Students will appreciate and understand the specific differences between Fine Art, Graphics and Textiles. This will be further strengthened by the implementation of specific techniques, skills and vocabulary, by using the teachers that have these different skills in these defined areas. Using practical skills to develop and apply their analytic, problem-solving, design, and thinking skills.

By the end of Key Stage 4 pupils will be able to develop their capability, creativity and knowledge in Art, Graphics or Textiles, hopefully going onto study further at A – Level.

Students will appreciate and understand how to produce a portfolio of work that can answer each assessment objective accordingly. Using practical skills to develop and apply their analytic, problem-solving, design, and thinking skills.

By the end of Key Stage 5 pupils will be able to develop their capability, creativity and knowledge in Art, Graphics or Textiles, hopefully going onto study further at University or a Foundation course.

Art, craft and design

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Knowledge, understanding and skills

Students must explore and create work associated with areas of study from at least two titles listed below.

- Fine art: for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- Graphic communication: for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- Textile design: for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- Three-dimensional design: for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- Photography: for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Graphic communication

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- interactive design (including web, app and game)
- multi-media
- motion graphics
- signage
- exhibition graphics.

Textile design

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Assessment Objectives

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.