

# CURRICULUM INTENT

## ART & PHOTOGRAPHY



***‘One can compare art education to the solid foundation for a house  
– once it’s built properly, it will hold any shape or form you will  
place on it.’***

**Igor Babailov**

## **KEY STAGE 3 Students**

### **What does our KS3 Curriculum aim to do?**

- To develop student's painting skills by creating a range of artwork using different types of paint.
- To develop student's drawing skills by using drawing as an initial form of recording in each project.
- To develop student's 3D making skills when using materials such as clay, card and papier mache.
- To develop students' knowledge in relation to colour and how to apply that to artwork.
- To develop students' knowledge of a range of contemporary and historical artists and art movements.
- To develop student's confidence in creating artwork which represents their own ideas.
- To prepare students who choose to take Art at GCSE.

### **What are the key things that our KS3 students need to learn?**

- To develop artwork using the work of artists and art movements as inspiration.
- To continually evaluate and refine their ideas and artwork.
- To experiment with a range of materials, techniques and processes.
- To learn about colour theory and apply it to their work.
- To understand techniques and processes to make accurate drawings such as gridding, enlarging, transferring.
- To understand how to mix and apply shades of paint.
- To understand the importance of presenting their work.
- To make their work as personal as possible.

### **Why do we order KS3 modules the way we do?**

Year 7 starts with a module based around self-portraiture. The project is all about themselves in an attempt to build confidence in the students.

Each year builds on the previous in relation to the complexity of techniques, processes in relation to drawing. Year 7 students create line portrait in the style of Julian Opie adding one skin tone to their portrait. Year 8 animal portrait adding basic, shades, highlights to build their animal up. Year 9 students create a surrealist portrait where they add shades highlights and textures to develop their work. Provides opportunities in every year to develop key skills in relation to drawing. Year 7 students carry out tracing and transferring of images. Year 8 students are required to drawing freehand when adding details such as patterns in the insect project. Year 9 students are required to grid up and enlarge their portrait in the Mythical Creatures module.

Each year builds on the personal input that students have into their outcomes in an attempt to build confidence in their own decision making. Year 7 students explore the idea of making their work personal by creating a project about themselves and bringing in pictures which show evidence of their own interests/hobbies. Year 8 students are asked to make their own decisions with regards to the animal they use as their subject in their Henri Rousseau and which plants which are used in their portrait. Year 9 students create a surreal painting and a pop art mixed media piece using subject matter and statements which are personal to them.

### **What skills do we want our KS3 learners to have mastered by the end of KS3?**

- To analyse a range of artists and art movements.
- To be familiar with the process of exploring artists and art movements and using their work as inspiration to create their own.
- To be familiar in experimenting and exploring a range of materials.
- To be able to evaluate their own work and refine it to improve their outcomes.
- To be able to demonstrate the progress which has been made with their recording skills.

To have experimented with making their work personal to them.

#### **KEY STAGE 4 Students**

##### **What does our KS4 Curriculum aim to do?**

Support students in transition from KS3 to KS4.

Develop students' recording skills in relation to painting, drawing, 3D skills, photography. Students will be given the opportunity to learn more complex techniques eg. learning how to mix skin tones so that they can carrying out more technically difficult paintings.

Develop students understanding of how to develop a project from a starting point to the final outcome

Develop students' knowledge of a range of contemporary and historical artists and art movements and demonstrate how they can develop their own work using them as a starting point.

Develop student's confidence in creating artwork which allows them to express their own ideas/interests.

Develop confidence in students to experiment with a range of materials, techniques and process'.

##### **What are the key things that our KS4 students need to learn?**

How to independently use the work of artists and art movements as inspiration to inspire their own personal outcomes picking out the elements which are important to them.

How to understand the importance of presenting their work showing pride and clarity.

How to present and annotate their work so that it shows a visual story of how their ideas have developed from start to finish.

How to continually evaluate and refine their ideas and artwork.

How to confidently experiment with a range of materials, techniques and processes.

How to be able to refine their work so that all studies are of a consistent standard regardless of material, process and technique they are using.

How to introduce culturally personal or important themes into their artwork to give them some personal significance to each student.

##### **Why do we order KS4 modules the way we do?**

Year 10 involves a series of teacher led experimental tasks using many different materials.

The first module is based around portraiture. This is something which they have looked at in KS3 so helps the students to be comfortable in what the subject matter they are working with.

Each module builds on the previous module in relation to the complexity of techniques, processes, independence required from student.

Each module builds on the previous in terms of personal input that students have into their own outcomes in an attempt to build confidence in their own decision making.

Each module allows students the opportunity to revisit materials, techniques, process which they feel they have been successful in using giving them the opportunity to refine this technique.

##### **What skills do we want our learners to have mastered by the end of KS4?**

To be analyse a range of artists and art movements and visually show how their own work fits in with those contextual references.

To be confident in experimenting and exploring a range of materials, techniques and processes.

To be confident in evaluating their own work and be able to refine it to improve their outcomes.

To demonstrate they can use a range of materials, techniques, processes to a confident standard.

To have each student's work personal to themselves using a culturally personal or important theme.

## **KEY STAGE 5 Students**

### **What does our KS5 Curriculum aim to do?**

Develop students' recording skills in relation to painting, drawing, 3D skills, photography.  
Develop students understanding of how to develop a project from a starting point to the final outcome.  
Develop students' knowledge of a range of contemporary and historical artists and art movements and demonstrate how they can develop their own work using them as a starting point.  
Develop student's confidence in creating artwork which allows them to express their own ideas/interests.  
Develop confidence in students to experiment with a range of materials, techniques and process'.

### **What are the key things that our KS5 students need to learn?**

How to develop artwork using the work of artists and art movements as inspiration.  
How to understand the importance of presenting their work showing pride and clarity.  
How to present and annotate their work so that it shows a visual story of how their ideas have developed from start to finish.  
How to continually evaluate and refine their ideas and artwork.  
How to confidently experiment with a range of materials, techniques and processes.  
How to be able to refine their work so that all studies are of a consistent standard regardless of material, process and technique they are using.  
How to make their work as personal as possible.

### **Why do we order KS5 modules the way we do?**

Year 10 involves a series of teacher led experimental tasks using many different materials.  
Each module builds on the previous module in relation to the complexity of techniques, processes, independence required from student.  
Each module builds on the previous in terms of personal input that students have into their own outcomes in an attempt to build confidence in their own decision making.  
Each module allows students the opportunity to revisit materials, techniques, process which they feel they have been successful in using giving them the opportunity to refine this technique.

### **What skills do we want our learners to have mastered by the end of KS5?**

To have an understanding a range of artists and art movements and how their own work fits in with those contextual references.  
To be confident with the process of exploring artists and art movements and using their work as inspiration to create their own.  
To be confident in experimenting and exploring a range of materials, techniques and processes.  
To be confident in evaluating their own work and be able to refine it to improve their outcomes.  
To have demonstrated they can use a range of materials, techniques, processes to a confident standard.  
To have made their work personal to them.

## **Global Learning statement**

We aim to encourage open minded, creative, critical reflective thinkers who have the courage and confidence to discover and contribute to the world around them.