

<b><u>Art and Photography</u></b>	
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### **Intent**

#### **INTENT:**

*'leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life' (New Ofsted framework – May 2019)*

*'Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.'*

[\(https://culturallearningalliance.org.uk/\)](https://culturallearningalliance.org.uk/)

At Bilton school the art and photography department have designed a curriculum which ensures that the end points of the national curriculum are met, by ensuring students know, apply and understand the matters, skills and processes specified in the programme of study. KS4 and KS5 students follow the AQA specification and our schemes of learning and experiences and quality of education ensures that great learning and progress in our classrooms ensures wider creative thinking for all.

All learners have access to the curriculum, equipment is provided for P.P students, 1:1 support is focussed in class and through after school intervention to ensure all students make progress. The use of media and personal projects allows for all to succeed e.g Photoshop, Ceramics, Photography, the 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 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 and about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the

present day. Trips are an important part of the course as well as ensuring students cover a wide range of both historical and contemporary art and are introduced to a wide range of medias. We believe that this is an entitlement for all young people and that Art, Craft and Design experiences are an essential element in building 'cultural capital'.

#### Year 7 and 8 – KS3

- Key skills are learnt such as analysis, formal elements, drawing and painting techniques and colour theory. Within year 7 the end points as stated above are covered at a basic level, for example, learning key skills and techniques within painting. In year 8 these skills are enhanced and developed, following a more challenging curriculum, for example students study abstract art. These key skills are embedded at KS3 that allow for students to flourish and have the skillset needed if they choose to opt for GCSE at KS4.
- Students will be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their areas of study.
- Students will show knowledge, understanding and skills in the development of their work informed by first-hand experiences and appropriate secondary sources.

#### KS4 and KS5

- Students will be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. This increases further at KS5.
- Students will learn how sources inspire the development of ideas. For example, drawing on:

-the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures

-contemporary and/or historical environments, situations or issues

other relevant sources researched by the student in the chosen qualification title and area(s) of study

-the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:

colour

line

form

shape

tone

texture

the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study

develop their ideas through investigations informed by selecting and critically analysing sources

- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
  - media
  - materials
  - techniques
  - processes
  - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

The Bigger Picture:

Links of the SoL to other departments and the broader school ethos e.g History and English. Many students, particularly within KS4 and KS5 produce work based on social issues, key events in history, war, religion and analysis is an important part of Art and Photography from KS3-KS5, students analysis in depth and in KS5 produce an essay that links to the concept of PEEL.

#### **Curriculum design (KS4)**

In Key Stage Four, students work on an Extended Project based on a choice of titles that are provided for them. Students are expected to complete two projects by the start of Year 11. Projects can focus on specific areas of strength, such as drawing or painting, to ensure that students secure the very best outcomes possible. Many of our students' work has been

exhibited around the school and in the local community. We're incredibly proud that so many of our Art students go on to study Art at A level and beyond.

By the end of key stage 4 learners should be able to Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions. Students must learn how sources inspire the development of ideas. For example, drawing on:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched by the student in the chosen qualification title and area(s) of study
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
- colour
- line
- form
- shape
- tone
- texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

### **Curriculum design (KS3)**

At Key Stage Three, our Art curriculum focuses on the basics of drawing, painting and sculpture. As students move through Key Stage Three, they have the opportunity to study more challenging topics such as Cubism and Perspective. We are incredibly proud of the work that our Key Stage Three students are able to produce and regularly exhibit their work at whole school events.

By the end point of year 8 learners will be able to:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas (Year 7 and 8 SoL)
- to use a range of techniques and media, including painting (Year 7 and 8 SoL – including abstract painting and impressionism)
- to increase their proficiency in the handling of different materials (Year 7 and 8 SoL – includes drawing, painting and sculpture)
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work (Year 7 and 8 SoL - Peer and Self assessment, artists studied and periods studied from Cubism to contemporary artists such as Jane Davies)
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. (Year 7 and 8 SoL – include areas such as perspective, cubism, contemporary art. )

(All key points are taken from the National Curriculum and our schemes of learning ensure that students will meet these end points)

### **Homework**

Home learning – KS4-KS5 homework will be set in line with the portfolio worth 60% of the GCSE and externally set assignment worth 40% of the GCSE. At KS3 projects have been developed, one per half term. The projects link to the SoL and four assessment objectives and allow students to gain an understanding of different medias e.g Photography and Drawing in its broadest term .The projects also cover the KS3 end points above.

### **Memorable experiences/Extracurricular/links to industry/scheduled trips and visits**

- London – Tate Modern and Britain
  - NEC Photography Show
  - Rugby Art Gallery
  - Compton Verney
- More exciting trips and opportunities to come!
- Art/Photography intervention: Monday, Wednesday and Thursday night 3:15-4:15pm