



Curriculum Overview Document

Art and Design



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

Students who study Art and Design at HLC will be successful, enthusiastic and resilient learners. They will confidently and creatively record, explore and develop their ideas. Students will become proficient in drawing, painting, sculptural, graphic and textile techniques. Students will be inquisitive. They will enjoy learning about great contemporary and traditional artists, craft makers and designers and understand the historical and cultural development of their art forms.

Students will learn to evaluate and analyse creative works using the language of art, craft and design and have a strong understanding of the formal elements. They will develop an ability to interpret, make judgments and express opinions and show respect for the work others. Students will be inspired by the way, in which art and design both reflects and shapes our history and the world around us. The Art and Design team aim to create a learning environment in which students feel they belong, are safe and supported in their creative journey. The success and achievements of students in the department is actively celebrated through our displays and exhibitions.

Linking our curriculum intention to our local community:

Students will be encouraged to use the local environment and landscape to inspire their ideas for their Art and Design studies. Local areas of historical and environmental interest such as Ironbridge Gorge, Carding Mill Valley and the Wrekin form the inspiration for a year 7 project on The Landscape.

In various projects in GCSE photography and Art and Design students are required to go out and photograph aspects of the local area to develop work on the themes of Sense of Place, Architecture and Urban decay.

KS4 students are encouraged to visit exhibitions at various Art Galleries within the area including Shrewsbury Museum, Wolverhampton Art Gallery, The Ikon and The New Art Gallery a Walsall.

Implementation

Lessons are fast paced, energetic and stimulating. We aim to create a learning environment in which students feel confident to explore the creative journey, challenge themselves to try something new as well as having the space to make mistakes. The KS3 curriculum is divided into three areas of Art and Design, Textiles Design and Graphic Communication. Their learning in each of these areas will allow them to understand the principles of Art and Design as well as begin to gain the foundation skills required to progress onto GCSE in these areas. KS3 is designed to give students breadth of learning, gaining experiences and knowledge across a wide range of areas. Skills learnt at KS3 will then be consolidated in the courses offered at KS4.

At KS4 we offer a wide selection of Art and Design specialist courses including Art, Craft and Design, Textile Design, Graphic Communication and Photography. These courses provide a deeper understanding of these special areas and prepare students for further study at KS5. As part of the course specification students will complete two units of work. One unit of work will be directed and the second unit will be a self-directed unit that allows for independent discovery of their own area of interest. Finally students will complete an external set task given by the exam board.

Art and Design naturally lends itself to developing cultural capital as students are exposed to inspiring works of art and design. They will have the opportunity to consider their local surrounds and appreciate other cultures from around the world. As they study current practising artists they will consider how art and design shapes the world we live in and gain an understanding of possible career paths in the art, design and craft industries.

Year 7 Curriculum implementation

The department aims to encourage an enjoyment of Art and Design and give year 7 students a set of core skills on which they can build. They will develop an understanding of the formal elements of Art and Design and the design process across three projects, one in each specialist area. By the end of year 7 students will know how to analyse the work of others and use this to inspire their own ideas. They will have the skills to record and document their intentions and select appropriate media. They will know how to use ICT to support and develop their work.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY	
<p>The Formal Elements</p> <p>This unit focuses on introducing the formal elements of Art and Design. Students will explore line, form, shape, texture, colour and space. As they explore each of these elements through practical tasks they will develop strong observational drawings skills and be introduced to a range of drawing media. They will explore the work of a range of historical and contemporary artist whose work they will critique in order to allow them to strengthen their understanding of each of the formal elements.</p> <p>By the end of the unit of work they should have a good understanding of key art terms and processes and feel more confident in the use of a range of media including pencil, pen, collage and paint.</p>			<p>Natural Forms</p> <p>In this unit, pupils will explore imagery of natural forms and their local landscape and consider composition in more depth.</p> <p>Students will be introduced to the work of artist Laura Kemshall and explore print making techniques such as relief printing and heat transfer prints in response to her work.</p> <p>Laura Kemshall is a printmaker who explores imagery of natural forms. We aim to also inspire students with ideas of how art can lead to various jobs and careers. Through Laura Kemshall's work and a range of homework tasks, students will consider the beauty of the British landscape and their own local area.</p> <p>Students will to be taught how to use the sewing machine in order to add stitching detail into their outcomes.</p>			<p>Corporate ID</p> <p>Students will explore the theme of popular culture, examining what is meant by the term "culture". Students will be introduced to relevant contemporary artists and designers in order to draw inspiration from their work to create their own brand identity.</p> <p>Students will be introduced to specialist graphic design software such as Adobe Photoshop and Illustrator in order for them to digitally create their branding.</p> <p>This project is designed to engage students with everyday life and how the visual image impacts our everyday lives. Students will develop an understanding of popular culture today and make comparisons that popular culture in decades gone by.</p>		

--	--	--

Year 8 Curriculum implementation

Following on from the knowledge and skills learnt in Year 7, students will continue to develop their understanding of each specific area of Art and Design, Textile Design and Graphic Communication, building on core skills. Students will develop a breadth of learning as they explore further media, skills and techniques in each area. The curriculum is designed to develop their knowledge of art genres, styles and history as they are introduced to the work of various artists and designers and crafts people in order to inspire their own ideas.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Gargoyles</p> <p>This unit further progresses pupils understanding of the formal elements through practical tasks that explore mark making and the use of tonal range when painting and drawing.</p> <p>Students will be introduced to Gargoyles and their purpose as an architectural feature.</p> <p>After some observational studies of gargoyles and looking at the work of fantasy artist Brain Froud, students will design and create their own gargoyle inspired by their studies and research. They will be</p>			<p>Under the microscope</p> <p>In this project students will develop an understanding of pattern and how repeat patterns are designed and created.</p> <p>Exploring imagery of microscopic organisms, students will experiment with a range of textile techniques including heat fusion, felting, free motion stitching and applique.</p> <p>They will look at the work of textiles designers such as Klari Reis, Elin Thomas and Orla Kiely to help develop their own ideas for a response to the theme. Student outcomes will become part of a group piece in the form of wall hanging.</p>			<p>Zombie Illustration</p> <p>During this Graphics based project, students will be introduced to digital illustration and look at the work of contemporary artists and design studios. Learning how to use different mediums and processes, they will produce a digitally drawn illustration of their own.</p> <p>Students will learn to use pressurised stylised lines to create a digital piece of artwork. Some photography will be incorporated throughout the project to aid the development of ideas and introduce them the basics of photography.</p>	

taught to use modelling tools safely and experiment with cardboard and paper construction techniques solving creative problems independently.		
---	--	--

Year 9 Curriculum implementation

In year 9 students will complete a project in each area, including photography, made up of a series of skills workshops. Each week students will focus on a specific skill that will help to prepare them for GCSE. Each area will have a specific focus, teaching skills that are transferable across all other GCSE Art and Design options. In the Art and Design module students will focus on drawing skills and the use of drawing media. In the Textile's workshops, students will explore materials and processes. In the Graphics workshops, students will learn how to use computer design software and consider presentation skills. In the Photography workshops, students will be introduced to the basics of photography and photo editing software.

1	2	3	1	2	3	1	2	3	1	2	3
<p>Art, Craft and Design</p> <p>Skills Workshop - Architecture</p> <p>The skills-based project will allow students to build on the foundation skills covered in years 7 and 8. They will focus on the core skills needed to make further progress at GCSE level. Each workshop will focus on the development of drawing skills and the use of a chosen media.</p>			<p>Textile Design</p> <p>Skills Workshop – Recycling</p> <p>The skills-based project will allow students to build on the foundation skills covered in years 7 and 8. They will focus on the core skills needed to make further progress at GCSE level. Each workshop will focus on the exploration of materials and processes.</p>			<p>Graphic Communication</p> <p>Skills Workshop - Magazine Design</p> <p>The skills-based project will allow students to build on the foundation skills covered in year 7 and 8. They will focus on the core skills needed to make further progress at GCSE level. Each workshop will focus on the use of graphics related software and presentation techniques.</p>			<p>Photography</p> <p>Skills Workshop – Diversity</p> <p>The skills-based project will introduce students the basics of Photography and explore the theme of diversity and how photographers have expressed ideas about diversity. Students will learn how to use a camera and the basics of photo editing software. Students will consider how photography is used to express idea and information and will</p>		

<p>Observing buildings and structures, students will develop skills and techniques in each media...</p> <ul style="list-style-type: none"> • Shading techniques – pencil • Watercolour paint • Mixed media/collage • 3D relief 	<p>Exploring the theme of recycling students will complete a weekly workshop on the following techniques...</p> <ul style="list-style-type: none"> • Wax entrapment • Stencilling • Heat fusion • couching • Heat press techniques • Presentation skills 	<ul style="list-style-type: none"> • Sketching techniques • Layout and presentation techniques • Basics in Adobe Illustrator • Basic in Adobe Photoshop • Software tools • Digital drawing • Digital development 	<p>create their own response to the theme of diversity.</p> <ul style="list-style-type: none"> • How do you communicate an idea through photography? • How to take a portrait • How to upload an image to photo editing software and make changes to the image. • Exploring create ways of working with physical photographs collage/montage etc..
--	--	---	--

Year 10 Curriculum implementation

In Y10 students will produce two major projects that will form part of their portfolio of work. The sustained projects are written to guide students through the design process and fully cover the assessment objectives of the specification. The projects will cover the recording of ideas and insights through drawing and annotation. Development of ideas that are inspired by the work of other artists, designers and crafts people. The experimentation of media and techniques in order to refine and develop their ideas. Finally, to produce a personal, imaginative and informed outcome, realising their intentions.

1	2	3	1	2	3	1	2	3	1	2	3
<p>Major projects</p> <p>Architecture</p> <p>Exploring how artists have been inspired by architecture and the built environment, students will develop a</p>			<p>Major projects</p> <p>Under the Sea</p> <p>Observing imagery of sea life students will produce a series of studies using mixed media. They will explore the work of various textile and fashion designers</p>			<p>Major projects</p> <p>Re-Brand</p> <p>This project gives students the experience of working from a live brief that will be organised by the teacher in order to work with local business.</p>			<p>Major projects</p> <p>Sense of Place</p> <p>Students will explore the theme of sense of place. Questioning how we see our surroundings, environment, cities or towns. They will initially</p>		

<p>series of outcomes including mixed media and 3D relief.</p> <p>Students will look at the work of artists including Ian Murphy, Lucy Jones and Gaudi to explore drawing and mixed media techniques.</p> <p>Identity</p> <p>Exploring the theme of identity, students will develop a self-portrait. They will explore the work of various portrait artists including Fidia Kahlo and Gillian Wearing.</p> <p>Students will use drawings, photography and text to develop their own ideas around identity.</p> <p>Exploring and experimenting with various media students will develop and refine their self-portrait ideas.</p> <p>Finally, students will create a final developed and informed response to the theme of identity in their chosen media.</p>	<p>such as Alexander McQueen, Carol Walker and Carolyn Saxby and produce responses to their work.</p> <p>Experimenting with a range of techniques and process they will begin to develop ideas in reference to the designers they have studied and the sources they have collected.</p> <p>They will create an original and informed response that reflects the theme of under the sea and the style of the artists they have studied. Outcomes may be in the form of a fashion garment or accessory.</p> <p>Independent project</p> <p>Students will be given the opportunity to choose from a variety of different project titles.</p> <p>Using their skills and knowledge of the portfolio process, students will independently plan and carry out their own work.</p> <p>Students will source relevant artists and designers creating practical responses in the style of each of them using a range of textile techniques.</p>	<p>The aim of the project will be for students to redesign the existing branding for a given company.</p> <p>Students will explore branding of other companies and look at the work of specific designers and design houses in order to inspire their ideas.</p> <p>They will investigate logo design, promotional materials, website design, and digital apps and consider the client requirements.</p> <p>The project will include a site location visit in order to carry out photographic research.</p> <p>Students will use design software to create, develop and refine their outcomes.</p> <p>Record sleeve design</p> <p>The project will be based around Vinyl Record design, where students are required to create their own gatefold record sleeve. This could be a redesign of a classic iconic album, a soundtrack album for a computer</p>	<p>explore their own county of Shropshire through trips out to Shrewsbury and Ironbridge.</p> <p>They will explore the work of other photographers who have also created work inspired by places and landscapes.</p> <p>They will go on to look at urban decay, street photography and landscape photography.</p> <p>Developing their own ideas and exploring styles and techniques students will work to create their own set of images as a response to the theme.</p> <p>Person of Interest</p> <p>Students will explore the theme of portraiture through the starting point of “person of interest”. They will consider how they can communicate information about a person through image only. They will look at the work of various portrait photographers and create work in response to their style and ideas, experimenting with photographic techniques and styles to create unique and skilful outcomes.</p>
--	--	--	--

	<p>They will explore ideas and develop them experimenting with creative textile processes which will allow them to create a final outcome based on their chosen theme.</p>	<p>game or film, or a compilation album of songs from a music festival. Students will select from a wide range of artists and designers to explore and develop a response to the brief by following the design process and covering the specification assessment objectives.</p> <p>Fulfilment of each objective will require students to explore the work of appropriate artists and designers and show a critical understanding of their work. They will make recordings of their own observations and ideas through digital artwork, drawings, photography and annotation.</p> <p>They will refine their ideas through experimentation of media, techniques and processes. Finally, they will need to produce an informed and personal response to the brief, making links to the artists they have studied, as well as creating the final physical gatefold record sleeve.</p> <p>In turn this project is designed to build on a range of skills learnt during the first coursework project, whilst giving</p>	
--	--	--	--

		students the opportunity to develop independent learning skills and explore new creative avenues. Students will be guided by teachers as they make personal informed decisions about their own work.	
--	--	--	--

Year 11 Curriculum implementation

After completion of their Unit 1 portfolio, in the Autumn term of Y11, students will go on to complete the Externally set task. In the spring term students will begin the externally set task and choose from a set of themes given by the exam board. Through a period of preparation work their will develop ideas for a response to their chosen theme. They final come will be created during a 10 hour controlled exam.

1	2	3	1	2	3	1	2	3	1	2	3
Art, Craft and Design			Textile Design			Graphic Communication			Photography		
EST			EST			EST			EST		
The extremal set tasks is issued by the exam board on the 1 st of January and contains 7 starting points or themes from which they must choose.			The extremal set tasks is issued by the exam board on the 1st of January and contains 7 starting points or themes from which they must choose.			The extremal set tasks is issued by the exam board on the 1st of January and contains 7 starting points or themes from which they must choose.			The extremal set tasks is issued by the exam board on the 1st of January and contains 7 starting points or themes from which they must choose.		
Students will work over a period of around 10 weeks, independently			Students will work over a period of around 10 weeks, independently			Students will work over a period of around 10 weeks, independently			Students will work over a period of around 10 weeks, independently		

<p>developing and exploring ideas for a final response to their chosen theme.</p> <p>They will complete the final outcome under exam conditions.</p> <p>The exam aims to test student's ability to work independently and evidence their skills and creativity. The intention is that they will pull on all of the knowledge and skills gained during the course and show how they can work through the design process in order to create a personal and informed outcome.</p>	<p>developing and exploring ideas for a final response to their chosen theme.</p> <p>They will complete the final outcome under exam conditions.</p> <p>The exam aims to test student's ability to work independently and evidence their skills and creativity. The intention is that they will pull on all of the knowledge and skills gained during the course and show how they can work through the design process in order to create a personal and informed outcome.</p>	<p>developing and exploring ideas for a final response to their chosen theme.</p> <p>They will complete the final outcome under exam conditions.</p> <p>The exam aims to test student's ability to work independently and evidence their skills and creativity. The intention is that they will pull on all of the knowledge and skills gained during the course and show how they can work through the design process in order to create a personal and informed outcome.</p>	<p>developing and exploring ideas for a final response to their chosen theme.</p> <p>They will complete the final outcome under exam conditions.</p> <p>The exam aims to test student's ability to work independently and evidence their skills and creativity. The intention is that they will pull on all of the knowledge and skills gained during the course and show how they can work through the design process in order to create a personal and informed outcome.</p>
--	--	--	--

Impact of our curriculum:

Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher. KPIs are tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into a QLA for teachers to use to review and reteach parts of the curriculum. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks, but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested fortnightly. Students will be tested on words they learnt that week, but also on key terms from previous lessons in order to practice recall and retrieval.

Engagement in geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave THA. Students will be inspired to sign up for Duke of Edinburgh as the map and navigation skills required links closely with core geographical map skills that features throughout the course from KS3 to undergraduate level. Conversations about home countries, travel and holidays throughout the school year will show students interest in applying their geography knowledge to places they have visited. Geographers at The Hurlingham Academy will be proud to talk of their travels to other countries, visits to different parts of London, and documentaries and TV programmes showing the impact of people and processes on the places that people live in. The diverse and knowledge rich curriculum at The Hurlingham Academy should develop confident and articulate geographers who want to learn more about the world around them.

Personal development

Art and design encourage students to make personal developments in their own areas of interest. They have the opportunity to make decisions about their own creative journey and choose their own areas of interest to explore as part of their portfolio of work. Students are actively encouraged to take risks, making independent decisions and express their own ideas and options.

SMSC

Spiritual: Students are encouraged to appreciate the work of others and explore the world around them through Art and Design. In a lesson setting students will also often show appreciation for the work of their peers. Themes covered across the Art and Design curriculum allow them to explore their own environment and find beauty and interest in their local surrounds. Students are also introduced to a wide variety of Artists and Designers that are renowned for their contribution to the world of Art. In turn we hope students will develop an appreciation for a wide variety of artist's styles of ideas.

Moral: - GCSE Art and Design exam questions often include topics in which students are encouraged to consider and explore moral and ethical topics. These include issues relating to environmental, social and personal conflicts or situations. Through their studies of contemporary artists they explore their own ideas about such issues and create visual responses.

Social: - Social skills are continuously developed through Art and Design with group discussions being a common feature of our lessons. Students are expected to contribute opinions and frequently both self and peer assess. Students who take part in extra-curricular activities are often given opportunities to perform in different venues alongside a wide range of performers and in varying situations all of which brings depth of experience.

Cultural: - Students are encouraged to develop an appreciation of cultural influences as they explore the world around them through visual and creative tasks. They will be introduced to art and artefacts from different cultures and consider how artists and designers take inspiration from the world around them. Students will develop their own responses and opinions about the work of other artists, designers and crafts people. In Graphics Design at year 8 students also complete a project in which they explore popular culture and consider what is meant by this term as they use imagery from everyday life to develop their design work.

Extra Curricular

The Art and Design curriculum is enriched with local national, and international trips to art galleries, towns and cities. These visits give students the opportunity to see exhibitions that inform their studies and see renowned Art up close. Visits out to various locations encourages students to look for inspiration in different environments.

The Art and Design team are always looking for opportunities for students to work with visiting artists who can provide specialist workshops for our students. End of year exhibitions also allow students the experience of displaying their work in a public setting.

Careers

As part of the Art and Design curriculum students will be introduced to practicing artists as well as historical ones. This allows students to see the different artists and designers work and create careers through the practice of Art and Design. Our classroom displays also show possible options for careers where qualifications in Art, craft and Design are required.

As a department we regularly take students on for work experience who may be interested in experiencing teaching or working generally in the field of Art and Design.