# Curriculum Overview -

#### All Saints' Curriculum Intent Statement:

Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.

### Art and Design Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in our school. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Art and design curriculum is planned to ensure that students from KS3 and KS4 are exposed to a World Class Curriculum that offers them the opportunity of first class teaching and learning. A curriculum which offers full coverage of the vital key skills and knowledge needed in order to achieve high end outcomes at GCSE and to develop a love of the arts and the cultures that surround them. 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 students, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As students' progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also understand how art and design has shaped our history, and contributed to the culture, creativity and wealth of our nation.

# The curriculum intends:

Our aim is that students at All Saints Academy discover and nurture their own identity through the appreciation and making of art and seek out their place in the world and how they fit in it, through self-discovery.

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in our school. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Art and Design curriculum focuses on the development of key knowledge and skills which are required for the outcomes at KS4. The curriculum is designed to build skills from induction in year 7 through to practising, developing, embedding and mastering by the time students reach GCSE level. It is based around the four GCSE assessment objectives and encourages students to work towards a brief producing a final outcome. An introduction to this format early on, supports the grounding for a solid foundation of skills which can then be developed and mastered through practice during KS3 and KS4.

In art, students will explore visual, tactile and other sensory experiences to communicate ideas and meanings. They will work with traditional and new media,

developing confidence, competence, imagination and creativity. They will learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art and design, students will reflect critically on their own and other people's work, judging quality, value and meaning. They will learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They will develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives. At All Saints Academy students will be given opportunities to be:

- 1. Creative: Students demonstrate creativity when they play with ideas and generate different approaches, responding to purposeful tasks in imaginative and personal ways to produce original images and outcomes. Originality can be defined in relation to students' own previous work, the work of their peer group, or what others have produced in a range of historical contexts.
- 2. Explore and Experiment: Exploration should be purposeful. Students could draw on their exploration to evaluate their successes and failures and propose next steps and push forwards.
- 3. Take risks and learn from mistakes: Students should be confident risk takers, trying out new ideas and processes without fear of failure.

- 4. Competence: This includes competence in skills needed for different types of art, craft and design practice. Students need to be able to apply these skills when investigating, analysing, thinking, designing, making, reflecting and evaluating.
- 5. Analysing: This is a key element of practical explorations, development of ideas and critical studies. Evidence of analysis may be seen in discussions and visual and other forms.
- 6. Designing: This includes designing for different purposes and vocational and work-related practice.
- 7. Evaluating: Evaluation is a continuous process and should include evaluation of the initial choice of subject and materials, of work in progress and of outcomes.
- 8. Explore new media: This includes new technologies and materials.
- 9. Develop cultural understanding: Students will explore the culture of their society, the groups in which they participate and questions of local and national identity.
- 10. Understand contexts: This includes work-related contexts that reflect the creative and cultural industries.
- 11. Have a critical understanding: Analysis and critical evaluation are key aspects of the creative process and essential life skills. Students need to develop these skills in relation to the world around them, as well as to their own and others' creative outputs.
- 12. Developing their own views and expressing reasoned judgements: This includes developing an appropriate language to express thoughts and ideas, and evaluating and making judgements based on a set of values that are either given to the students or that they create themselves.

# At All Saints Academy students will be able to:

- 1. Work from first-hand observation: This could include taking inspiration from the work of others, drawing on personal experiences, drawing on imagination in response to stimuli, or using first-hand observation to record images, sounds and ideas in visual and written forms.
- 2. Make purposeful images and outcomes: A clear sense of purpose, whether from an externally set brief or the student's own intentions, is key to the quality of the learning experience.
- 3. Draw to express: This could include drawing: to create and invent (e.g. to visualise, dream and imagine); for perception (e.g. to observe, investigate, contemplate, remember); to explore ideas and possibilities; to design for pleasure; or to communicate feelings, experiences and ideas to others (e.g. visualise, use codes and symbols). Students could work with a wide range of tools and materials (e.g. erasers, pens, string and wire) and learn a range of drawing techniques (e.g. collage, animation and wash), using different kinds of drawing for different purposes.
- 4. Develop research and investigative skills: Students should demonstrate the intelligent use of sources, including using the internet positively to find and extract information, inform purposeful enquiry, develop analytical skills and make progress with ideas. Pupils should be able to communicate understanding in written, visual and practical forms to a range of audiences.
- 5. Work collaboratively: This includes developing the sensitivity and skills needed to negotiate, evaluate and share in the collaborative process of creating and making.
- 6. Be exposed to wider creative environments: This includes experience of developing their own work through visits to museums and galleries.
- 8. Work with multi disciplines: For example, combining visual images with sound and movement to produce an artwork

Υ	Cycle 1		Cycle 2		Cycle 3
е	Topic 1-	Topic 1-	Topic 2-	Topic 2-	Topic 3- Post-Impressionist
а	Introducing	Introducing	Picasso &	Picasso &	<u>Art</u>
r	Pop Art	Pop Art	<u>Portraits.</u>	<u>Portraits.</u>	
7	<u>through</u>	<u>through</u>			<b>Key Question:</b> How can
	<u>Visual</u>	<u>Visual</u>	Key Question:	Key Question:	Artists represent emotions
	<u>Elements.</u>	<u>Elements.</u>	Is an abstract	Is an abstract	and feelings using colour
			portrait, still a	portrait, still a	and line?
			portrait?	portrait?	

Kov	Kov			Overview:
Key Question:	Key Question:			
	- <del>-</del>	Overview:	Overview:	During this project
Why is Pop	Why is Pop	Students will	Students will	students will be
Art still so	Art still so	explore the	explore the	introduced to the Post-
popular	popular	proportions of	proportions of	Impressionist Art
today?	today?	the human	the human	movement. Through
		face	face	drawing and painting
Overview:	Overview:	and learn how	and learn how	techniques they will begin
Students will	Students will	to draw it	to draw it	to develop an
be	be	accurately.	accurately.	appreciation for how this
introduced to	introduced to	They will then	They will then	group of Artists have
the basics of	the basics of	look at the art	look at the art	impacted and continue
art. They will	art. They will	movement	movement	to impact the art world.
explore each	explore each	Cubism	Cubism	They will investigate the
visual	visual	and the work	and the work	formal elements of Art
element (line,	element (line,	of Pablo	of Pablo	through their practical
tone, shape,	tone, shape,	Picasso.	Picasso.	studies and develop new
-	· ·	Students will	Students will	and existing techniques.
space, pattern,	space,			
parrern, texture and	pattern, texture and	experiment with the cubist	experiment with the cubist	
line) through the	line) through	techniques to	techniques to	
_	the	produce their	produce their	
exploration of	exploration of	own portraits	own portraits	
the Pop Art	the Pop Art	inspired by the	inspired by the	
movement.	movement.	artist. Students	artist. Students	
Pupils will	Pupils will	will use a	will use a	
develop	develop	variety of	variety of	
good	good	different	different	
sketchbook	sketchbook	materials	materials	
habits,	habits,	throughout this	throughout this	
primarily	primarily	project and	project and	
focusing on	focusing on	learn the	learn the	
high quality	high quality	importance of	importance of	
presentation.	presentation.	refinement.	refinement.	
Big ideas:	Big ideas:	Big ideas:	Big ideas:	Big ideas:
Line, tone,	Line, tone,	Shape &	Shape &	Line, Tone, Shape, space
shape,	shape,	Proportion,	Proportion,	and composition, texture
space,	space,	Texture,	Texture,	and colour
pattern and	pattern and	Colour,	Colour,	
texture.	texture.	pattern, space	pattern, space	
		and	and	
		composition.	composition.	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Exploring	Exploring	Exploring	Exploring	Exploring
Investigating	Investigating	Investigating	Investigating	Investigating
Analysing	Analysing	Analysing	Analysing	Analysing
Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)
(00 1410115)	(00 1410115)	(00 Marks)	(00 14101 K3)	(00 Marks)
		<u> </u>		

Сус	le 4	Сус	cle 5	Cycle 6
Topic 3- Mixed Media insects	Topic 3- Mixed Media insects	Topic 1- Hundertwasser & architecture	Topic 1- Hundertwasser & architecture	Topic 5- Street Art  Key Question: Graffiti: Art
Kay Oyastian	Kay Oyastian	Kay Oyaatian	Kay Oyastian	or vandalism?
<b>Key Question:</b> What is mixed	<b>Key Question:</b> What is mixed	<b>Key Question:</b> Can an Artist	<b>Key Question:</b> Can an Artist	Overview:
media and	media and	be an	be an	Street Art has developed
how do we	how do we	Architect?	Architect?	and evolved hugely from
use it in Art?	use it in Art?			when it first became
Overview:	Overview:	Overview: Students will	Overview: Students will	prevalent in New York Cit in the 1970s. Now more
Students will	Students will	be introduced	be introduced	than ever, Artists choose
refine their	refine their	to the Artist	to the Artist	to display their work out i
drawing skill	drawing skill	Hundertwasser	Hundertwasser	the open for the public to
level and	level and	and his	and his	see at no charge. Why d
confidence	confidence	distinctive style	distinctive style	they do this? What
through	through	in both his Art	in both his Art	messages are they trying
exploring the	exploring the	work and his	work and his	to portray? Is Graffiti and
structure of	structure of	architecture.	architecture.	street Art the same thing
insects. They	insects. They	They will	They will	Is street art even art or is
will develop	will develop	develop an	develop an	just vandalism? Students
their use and	their use and	appreciation	appreciation	will study some of these
understandin	understandin	of the Artist	of the Artist	artists and explore the
g of line,	g of line,	through the	through the	reasons behind their wor
shape, tone	shape, tone	exploration of	exploration of	and find answers to the
and detail,	and detail,	his styles and	his styles and	questions surrounding the
and look at	and look at	techniques	techniques	trend. They will learn new
producing	producing	and begin to	and begin to	techniques and focus or
different	different	discover that	discover that	developing their own
studies in	studies in	creativity and	creativity and	individual style.
different	different	imagination	imagination	
scales using a	scales using a	has no limits as	has no limits as	
variety of	variety of	long as you	long as you	
materials,	materials,	are prepared	are prepared	
techniques	techniques	to take risks.	to take risks.	
and	and			
processes.	processes.			
Big ideas: Line, shape	Big ideas: Line, shape	Big ideas: Line, tone,	Big ideas: Line, tone,	Big ideas: Line, Tone, Shape and
and	and	shape and	shape and	proportion, colour,
proportion,	proportion,	proportion,	proportion,	pattern, space and
colour,	colour,	colour,	colour,	composition.
pattern,	pattern,	pattern,	pattern,	
space and	space and	Texture.	Texture.	
composition.	composition.			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Exploring	Exploring	Exploring	Exploring	Exploring
Investigating	Investigating	Investigating	Investigating	Investigating
Analysing	Analysing	Analysing	Analysing	Analysing
Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)
			I	

Y e	Topic 1- Day of the Dead	Topic 2 - Day of the Dead	Topic 3- Natural Forms	Topic 3- Natural Forms	Topic 5- Food Glorious Food!
a r 9	Key Question: Why is the day of the dead important in Mexican Culture? Overview: Students will explore Mexican culture and the traditions surrounding the 'Day of the Dead' celebrations. Students will experiment with a wide range of materials developing both their practical skills but also their analytical skills. They will refine these skills and begin their preparation for GCSE Art.	Key Question: Why is the day of the dead important in Mexican Culture? Overview: Students will explore Mexican culture and the traditions surrounding the 'Day of the Dead' celebrations. Students will experiment with a wide range of materials developing both their practical skills but also their analytical skills. They will refine these skills and begin their preparation for GCSE Art.	Key Question: Can Natural forms be inspiring? Overview: Students will begin by being introduced to a selection of artists are inspired by natural forms and the natural world. They will then go on to experiment with a variety of different materials developing their practical ability while exploring ways to present their work creatively. A focus on the refinement of their work will be essential to prepare them for GCSE Art. Lessons will be delivered alongside the GCSE assessment objectives in preparation for GCSE Art.	Key Question: Can Natural forms be inspiring? Overview: Students will begin by being introduced to a selection of artists are inspired by natural forms and the natural world. They will then go on to experiment with a variety of different materials developing their practical ability while exploring ways to present their work creatively. A focus on the refinement of their work will be essential to prepare them for GCSE Art. Lessons will be delivered alongside the GCSE assessment objectives in preparation for GCSE Art.	Key Question: How is art and food similar?  Overview: Students will explore artists that are inspired by food. They will experiment in their styles and use a variety of different materials to refine their practical skills. There will be a heavy focus of students developing a clear understanding of the assessment objectives and how to provide quality evidence for each. Students will then use their knowledge and understanding developed through the project to produce a three dimensional response to the artist explored.
	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.
	space and	space and			Assessment:

	F 1 .	- · ·	F	l	le . ·
	Exploring	Exploring	Exploring	Exploring	Exploring
	Investigating	Investigating	Investigating	Investigating	Investigating
	Analysing	Analysing	Analysing	Analysing	Analysing
	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
	(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)	(60 Marks)
	,	,	,	,	,
Υ	Cyc	e 10	Сус	le 11	Cycle 12
е	<u>Topic 1 – </u>	Topic 2-	Topic 3-	Topic 4-	Topic 5- Identity
а	<u>Popular</u>	<u>Popular</u>	<u>Popular</u>	<u>Identity</u>	
r	Culture	Culture	Culture		Key Question:
1				Key Question:	How can you reflect
0	<b>Key Question:</b>	Key Question:	Key Question:	How can you	identity in art?
	Do we	Do we	Do we	reflect identity	
	influence	influence	influence	in art?	Overview:
	popular	popular	popular	III GITY	Students will begin this
	culture or	culture or	culture or does	Overview:	<u> </u>
					project by looking at
	does Popular	does Popular	Popular culture	Students will	artists that express their
	culture	culture	influence us?	begin this	own emotions, feelings
	influence us?	influence us?		project by	and identity in their work.
			Overview:	looking at artist	They will explore the
	Overview:	Overview:	Students will	that express	techniques that they use
	Students will	Students will	explore	their own	to do this and in turn
	explore	explore	Popular culture	emotions,	develop new and existing
	Popular	Popular	and how it has	feeling and	practical skills. Students
	culture and	culture and	shaped the	identity in their	will then develop their
	how it has	how it has	world of Art as	work. They will	own personal response to
	shaped the	shaped the	we know it	explore the	identity and use their
	world of Art	world of Art	today. They will	techniques	findings during the project
	as we know it	as we know it	look at Artists	that they use	to reflect their own
	today. They	today. They	from the past	to do this and	identity.
	will look at	will look at	and present	in turn develop	,
	Artists from	Artists from	and see how	new and	
	the past and	the past and	they used	existing	
	present and	present and	popular	practical skills.	
	see how they	see how they	culture to	Students will	
	used popular	used popular	influence their	then develop	
	culture to	culture to	audience.	their own	
	influence	influence	Students will	personal	
	their	their	have the	response to	
	audience.	audience.		•	
	Students will		opportunity to	identity and	
		Students will	develop a	use their	
	have the	have the	variety of	findings during	
	opportunity	opportunity	different	the project to	
	to develop a	to develop a	techniques	reflect their	
	variety of	variety of	and refine their	own identity.	
	different	different	use of		
	techniques	techniques	materials,		
	and refine	and refine	particularly		
	their use of	their use of	mixed media.		
	materials,	materials,			
	particularly	particularly			
	mixed media.	mixed media.			
	Pig idoss:	Pig idoge:	Pia idoas:	Pia idoa:	Pig ideas:
L	Big ideas:	Big ideas:	Big ideas:	Big ideas:	Big ideas:

	Line, tone, shape and proportion, texture, colour, pattern,	Line, tone, shape and proportion, texture, colour, pattern,	Line, tone, shape and proportion, texture, colour, pattern, space and	Line, tone, shape and proportion, texture, colour, pattern, space and	Line, tone, shape and proportion, texture, colour, pattern, space and composition.
	space and composition.  Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Course of	space and composition. Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.
	for 60% of final grade.	for 60% of final grade.	60% of final grade.	60% of final grade.	
Y	Cycl	le 13	Сус	le 14	
e a r	Topic 1- Identity	Topic 2- Identity	Topic 3- Externally Set AQA Exam	Topic 4- Externally Set AQA Exam	
1 1	Key Question: How can you reflect identity in art?  Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their	Key Question: How can you reflect identity in art?  Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their	Overview: This project is an externally set task by the exam board. Students are required to choose a starting point and then develop and explore their ideas and findings. They must provide evidence of each assessment and plan to produce a final response to their chosen starting point. This response will then be produced during a 10 hour exam, split over two days.	Overview: This project is an externally set task by the exam board. Students are required to choose a starting point and then develop and explore their ideas and findings. They must provide evidence of each assessment and plan to produce a final response to their chosen starting point. This response will then be produced during a 10 hour exam, split over two days.	

findings during the project to reflect their own identity. Each student will then have their work exhibited in the All Saints Academy Art exhibition.	findings during the project to reflect their own identity. Each student will then have their work exhibited in the All Saints Academy Art exhibition.			
Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	
Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	