



GREENWOOD ACADEMIES TRUST



Art Intent document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*



Our Art Dept Intent:

Our department intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

This section...

- States the purpose of education.
- States how your subject serves this purpose.
- Briefly states which content you therefore prioritise.
- Content is aspirational.
- Uses accessible language that inspires and motivates.
- (Is aligned to the academy's & GAT's vision/mission included on the front cover)

We believe that Art, Design and Photography are a vital and integral part of children's education, and contribute to children's personal development through creativity, independence, judgement and self-reflection.

As a department we develop the skills and knowledge our students need by scaffolding our curriculum in such a way that students continually revisit skills and build upon them each year, tackling increasingly challenging skills and concepts. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning providing opportunities for challenge, independence and excellence.

We believe that contextual knowledge and understanding underpins and enables the application of skills, in Art, Design and Photography. We encourage and enable conversation, discussion, critique and debate about the work of historical and contemporary artists and designers, in order to broaden their social, moral, spiritual and cultural knowledge and understanding. Students will gain a knowledge and understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In order to support their wider understanding. We aim to provide students with one or more of the following opportunities to broaden their horizons beyond classroom study,

- Real life and/ or Virtual Art Gallery and exhibition experiences.
- Interaction with Artists, Designers and their work.
- Extra-curricular workshops/ events.
- Internal and external competition and challenge.

This provides a starting point for our students to develop communication skills and also embeds and extends our students' knowledge of artistic concepts and principles, along with the appropriate language for discussing works of art.

This foundation also builds the Cultural Capital of our students by providing them with a means to engage with and understand the world around them and their relationship with it, by developing and enhancing their leadership and resilience. Within this framework we provide the atmosphere and environment to develop principles in young people that promote respect for others in all their diversity and put kindness at the heart of all their decisions.

Cultural awareness is further developed through, researching, investigating, making and doing.

Students have the opportunity to make progress, a range of materials, techniques and processes through experimentation and discovery, over the course of their studies. Student progress is documented through sketchbooks and/ or portfolio's, following key concepts and ideas.

When teaching Art and Design principles, students are encouraged to think, respond and create as a professional would, providing opportunities to develop leadership, organisation, and communication skills that set the foundation for their future.

2. Our key concepts and core domains of knowledge

In this section:

- Define the most important domains and key concepts within your subject (that help fulfil your vision)
 - You can't list the entire curriculum content, so what are the broad areas of similar content, the domains? Crucially, what are the key concepts, those bits of the curriculum needed to access and understand the entirety of the subject e.g. number (place value, add, subtract, multiply, divide) in maths which without make algebra and circle theorem inaccessible.
 - These key concepts should be sequenced first and revisited regularly (spaced retrieval) to commit to long-term memory.
 - Context will be important in determining what is key to your pupils i.e. literacy

At Key Stage 3, learners will develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

This will include;

- The knowledge, understanding and application of, The visual elements of Art and Design, (Line, Tone, Colour, Pattern, shape form and texture).
- Researching the work of Artist's and Designers with an understanding of their work in its Social, Moral, Spiritual, Cultural and Historical Contexts.
- Analysis and evaluation of Artist's, Designers and related contexts in verbal, visual and written form.
- Experimenting with media, materials techniques and processes.
- An understanding of Composition, angle, viewpoint and background.
- Shading and tinting, colour mixing, blending, shadows.
- Recording and observing using Primary and Secondary resources and photography.
- Planning, designing and making outcomes.

At Key Stage 4, learners will study Level 2 BTEC Tech award in Art & Design Practice (Art Route). During this course, learners will study:

Component 1: Generate ideas in Art and Design

- Research of the work of Artists and Designers to help develop understanding and inspire ideas.
- Recording through drawing, photography, writing and collecting information and ideas.
- Understanding Art and Design practice with empathy for audience.
- Understanding of art and design practice through experimenting with materials, techniques and processes that help inform ideas generation.
- Developing and generating ideas that are fit for purpose.
- Visual communication of ideas.

Component2: Develop practical skills in Art and Design.

- Developing practical skills through the exploration of materials, techniques and processes.
- Exploring relevant materials.
- Developing and refining skills through traditional, digital or experimental specialist techniques.
- Using ongoing review and practice of specialist skills in order to refine through, testing, combining, adjusting.
- Recording to document processes and outcomes.
- Communicating skills development.

Component 3: Responding to a client brief.

- Interpreting a brief and understanding the client.
- Informing ideas through researching relevant work and inspiration.

- Considering constraints and intentions.
- Working with the client brief.
- Applying a creative process through different disciplines.
- Reviewing work based on client needs.
- Presenting development and final response in a portfolio for a client.

At Key Stage 5, learners will study A level Art and Design, (Fine Art and Photography). During this course, learners will:

Component 1: Personal investigation: (The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes).

- Conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.
- Clarify the focus and meaning of the investigation.
- Construct and develop a sustained line of reasoning from an initial starting point to a final realisation.
- Be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.
- Research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.
- Demonstrate critical understanding of contextual and other sources.
- Be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.
- Record ideas, observations and insights relevant to intentions, by reflecting critically on practical work.
- Develop ideas from initial intentions to the final outcome or outcomes.
- Substantiate decisions leading to the development and refinement of ideas.
- Use specialist vocabulary appropriate to the subject matter

3. The end points of our curriculum

Our pupils will have:

- Knowledge and Understanding of the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- An awareness of and respect for different cultures and how Art and Design are expressed in these cultures.
- Become more confident communicators by developing an enjoyment in the understanding of Art, Design and Photography in its wider/ global context.
- Analysed and evaluated their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- Used visual language and vocabulary with confidence, built through the development of expressing opinions and debate.
- Explored and experimented with a range of techniques to record their observations in sketchbooks, and other media.
- Increased skills and proficiency in the handling of a wide range of materials, techniques and media, including painting, drawing, photography, printing and construction.