**Curriculum – Art Faculty (2024 – 2025)**

**Key stages 3 to 5**

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**Intent**

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be
* Provide students with **knowledge**required to be successful
* Provide then with the skills to **retain** and **apply**knowledge
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners
* Provide **deep learning** that accelerates our students understanding of the world around them
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career

Our faculty mission is to engage with the creative process of Art, Craft and Design. Empowering our pupils to develop their practical skills using a range of materials, techniques and processes to become creative independent learners. Developing critical understanding through investigation to generate instinctive curiosity and desire to create. Pupils show this through a range of visual and written stimuli

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| **Term**  | **Year 7: KS3**  | **Year 8: KS3**  | **Year 9: KS3**  | **Year 10: GCSE**  | **Year 11: GCSE**  | **Year 12: A Level**  | **Year 13: A Level**  |
| **Autumn 1a**  | Project 1 **Visual Elements** Key principles: lines, tone, texture, colour, Form, pattern, shape  | Project 1 **Mad Hatters** Alice in Wonderland mixed-media project (literacy element)  | Project 1 **Biomechanical** Exploring anatomical and mechanical compositions. 3-D cardboard relief  | **Year 10 Workshops** Skill building sessions  (Choose pathway: Fine Art, Textiles or Photography)  | **Continue portfolio:** Component 01 (60% of GCSE)  Development and final outcomes  | **Year 12 Workshops** Skill building sessions  (Choose pathway: Art/Photography)  | **Continue portfolio:** Component 01 (60% of A-Level)  Development and final outcomes  |
| **Autumn 1b**  |
| **Spring 2a**  | Project 2 **Art Movements** 1800-1900’s: Post-Impressionism, Cubism, Surrealism, Pop Art and Op Art  | Project 2 **Urbanisation** Favela structures in Rio’s informal settlements.  Mixed-media and textile compositions  | Project 2 **Creative Careers** Exploring Architect, Automotive designer, Illustrator, Tattoo artist and Graphic Designer  | **Portfolio:** Component 01 (60% of GCSE)  Initial observations  Experiments  Development studies  | **External task released:** Component 02 (40% of GCSE)  5 topics  Mini project  | **Portfolio:** Component 01 (60% of A-Level)  Initial observations  Experiments  Development studies  |
| **Spring 2b**  | **External task released:** Component 02 (40% of A-Level)  5 topics  |
| **Summer 3a**  | Project 3: **Abstract Art** Materials, techniques and processes through abstraction  | Project 3 **Where in the World** Traditional and contemporary cultures from around the world  | Project 3 **Green Man**Develop portrait observational skills . Colour and tone theory  |
| **Summer 3b**  | Moderation  |
| **Personal development**  | CORE trip: Visit an Art gallery. Careers explored: Fine artist, print maker, Sculptor Young Artists Summer Show at Royal Academy of Arts - Competition  | Careers explored: Illustration artist, Animator, Sculptor, Textile designer  | Careers explored: Architect, Automotive designer, Illustrator, Tattoo artist and Graphic Designer Year 9 options evening with creative careers explored  | Virtual Surrealism exhibition Birmingham, University end-of-year exhibition and visit to Birmingham Museum and Art Gallery  | GCSE Art exhibition  | Wolverhampton University Illustration Workshops and lecture talks  | Wolverhampton University Fine Art Workshops and lecture talks  |

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* Art and Geography in year 7 allows collaboration around landscapes. In Geography landscapes are studied, and in Art students can explore mark-making techniques to build the basic Art principles. Focus on; line, shape, pattern, form, and textures can link closely with Geography’s landscape project. Art outcomes can investigate the lines in waterfalls, textures of coasts, and forms of waves. Recapping knowledge/facts on how they are formed etc.
* Art and music curriculums allow for links to be made. For example, the biochemical project in Art explores the Alien film and dynamics of productions/creation. Music would have explored dramatic music from films such as in horror or thriller. This allows students to have conversations across the two subjects and transferring knowledge.
* By working in collaboration, we can build knowledge about our world, for example data collected in Geography on sustainability of the school and students can use live data in Art to create sustainable artwork.

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* When studying body systems in year 7, we can link carbohydrates, proteins, fats with food technology.
* In year 7 we study energy which has some links with Geography – renewable and non-renewable energy sources.
* In year 8 when students learn about Earth Science, they are able to link this back to the Geography curriculum, and look at rocks, the rock cycle and weathering of rocks.
* In Science light is studied in year 8, students need to be able to measure angles of reflection and refraction, and this learning is linked with measuring angles in the maths curriculum.
* When studying sound students needs to be able to calculate speed, using speed = distance/time. Maths are able to support the learning and rearranging f this equation through their curriculum.

**Our contribution to literacy:**

Art literacy is an essential component of a comprehensive art education, encompassing not only the creation of art but also the understanding of its history, theory, and cultural significance.

At the start of each Art project, we introduce a historical/cultural context, which highlights key artists and movements. This allows pupils to investigate and critically analyse the work of practitioners, developing students’ communication and analytical skills. We explore critical thinking and encourage pupils to convey meaning through Art.

In Art we embed art literacy into the curriculum to enrich students’ educational experience, fostering not only their technical abilities but also their critical thinking, cultural awareness, and appreciation for art. Implementing these strategies help students become more well-rounded, informed, and literate in the world of art.

**Our contribution to numeracy:**

A lot of maths knowledge is involved in art. Using shapes, patterns and numbers in artistic forms incorporates a lot of numeracy skills. Artistic technique can be used to investigate shapes, perspectives, volume, mass, dimensions, 2D/3D is a few ways in which numeracy is incorporated. When creating models, volume and capacity comes into play. Proportion and ratio are explored in art through expanding patterns. Artistic techniques are used to visually represent fractions decimals, patterns, percentages, symbol and money to create origami, models or symmetrical artworks. Making and analysing artworks and using ratios, angles and fractions are techniques that students need to develop in the curriculum.

**Our contribution to CORE and personal development:**

At OSWB we believe academic success is really important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

In Art it is important students develop themselves to peer assess, to allow them to analyse artwork by being a critical friend. They also need to be able to show respect for other people’s opinions and ideas. They themselves need to express ideas and form opinions and respect their own work and work of others. Being organised, meeting deadlines are needed to allow students to be organised in the subject. Being resilient from feedback and learning from mistakes allows students to flourish in the subject. Engaging with new ideas and being independent will allow the development of higher learning skills to develop one’s own artistic style and independence.

Learning through and about the Arts enriches the experience of studying while at school as well as preparing our pupils for life after school. Our curriculum will equip pupils who wish to further their creative studies to become our creative future. Some of the creative industries that encourage self-expressions and creativity are: Illustration Artist, Architecture, Photographer, Graphic Designer, Dressmaker, Typographer, Film Maker, Fashion Designer, Animator, Tattoo Artist, Interior Designer, Teacher, and much more. These careers opportunities are both intellectually challenging and creativity demanding, opening up a world of possibilities.