

## Art and Design Curriculum Vision

### The Art and Design Curriculum at AJK

#### Why should all students learn your subject?

Art is a subject rich in opportunities to build powerful knowledge. When the study of art is situated in its socio-political and historical context, it can paint a picture of the whole landscape of human thought. Art and Art History are inextricably linked, and knowledge-based art analysis leads to a more powerful understanding of the social forces that shape the world. Exposure to a diverse and exciting range of artists can lead to a deeper, richer creative output from the student, benefitting them not only in art but in their wider studies.

Creativity is a crucial attribute necessary for students to thrive across the board, and art helps to develop confident, decisive, creative and empowered students. At Key Stage 4 and 5, students are given increasing freedom to make choices in what they make. As they become more independent in their practice, they have the opportunity to express their concerns about society, to explore and process their emotions, and to establish their independence through making, articulating and justifying their creative choices.

#### What is the core knowledge in your subject?

- Creatively gathering and mapping initial ideas and wider contextual information
- Collating and communicating ideas via images, text and textures
- Recording ideas through visual and other means
- Understanding and analysing sources such as artists, craftspeople and designers
- Drawing inspiration from the methodology or concepts of artists, craftspeople and designers
- Confidently and purposefully selecting and experimenting with a range of materials, techniques and processes
- Designing and executing outcomes which communicate intentions and show understanding of visual language.

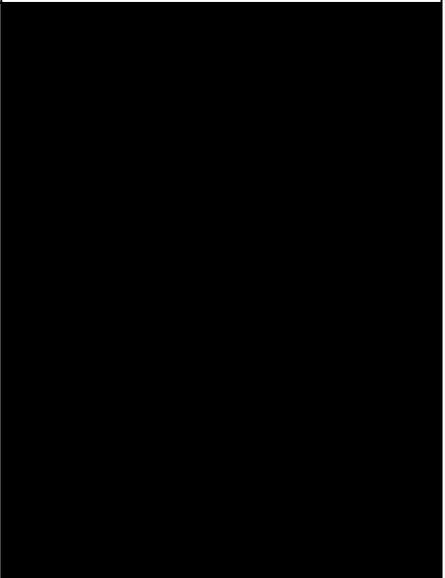
#### What are the keyways students practice in your subject?

Once students have mastered the techniques of each module, they put those techniques into practice by designing and creating original artworks which realise their intentions and demonstrate understanding of visual language. Having acquired the necessary knowledge and skill to understand the intentions of a range of artists, they are able to confidently and competently produce both written analysis and annotations which demonstrate their critical understanding of sources.

### Art and Design Curriculum Content Overview

	Autumn	Spring	Summer
Yr .7	<u>Colour, Space and Light</u> <ul style="list-style-type: none"> <li>• The Formal Elements: Line, Shape, Form, Tone, Colour, Texture, Pattern, Composition.</li> <li>• How to research an artist</li> <li>• What is a transcript?</li> <li>• How do artists create perspective?</li> <li>• Who was Olafur Eliasson and what is installation art?</li> <li>• Installation art and solar technology</li> </ul>	<u>Kandinsky Vases</u> <ul style="list-style-type: none"> <li>• The symbolism and psychology behind colours</li> <li>• What is abstract art?</li> <li>• Who was Kandinsky and why is he important?</li> <li>• The use of formal elements to create abstract art.</li> <li>• How to research and write about an artist.</li> <li>• Making connections between visual and other elements (e.g. Synaesthesia)</li> </ul>	<u>3D Dream Protectors</u> <ul style="list-style-type: none"> <li>• Mind mapping initial ideas</li> <li>• Weaving</li> <li>• 3D construction using wood and found objects</li> <li>• Which artists link to my work and how?</li> <li>• What are my aspirations for the future and how can I express them visually?</li> <li>• Recapping the Formal Elements of art.</li> <li>• How can I evaluate my own work using the Formal Elements?</li> </ul>

	<ul style="list-style-type: none"> <li>• How to show design ideas.</li> <li>• How do artists influence their environments?</li> </ul> 		
<p>Yr . 8</p>	<p><u>Abstract Cityscapes</u></p> <ul style="list-style-type: none"> <li>• Perspective drawing</li> <li>• Architectural design basics</li> <li>• Selected architects and architectural movements (Gaudi and Hundertwasser)</li> <li>• How to record initial ideas</li> </ul> 	<p><u>Sustainable Architecture</u></p> <ul style="list-style-type: none"> <li>• What is sustainability and how can architecture be sustainable?</li> <li>• Sustainable materials and their uses</li> <li>• Designing to a brief</li> <li>• User-centred design</li> <li>• Design thinking</li> <li>• Technical drawing and its uses</li> </ul> 	<p><u>3D Storyboxes</u></p> <ul style="list-style-type: none"> <li>• 3D construction</li> <li>• Paper sculpture</li> <li>• Numeracy: Proportion, Scale, Division, Angles and Mathematics of a successful composition. Rule of thirds</li> <li>• Mark-making techniques</li> <li>• Acrylic paint and collage</li> <li>• Typography and font</li> </ul> 
<p>Yr . 9</p>	<p><u>Surreal Creatures</u></p> <ul style="list-style-type: none"> <li>• What is Surrealism?</li> <li>• What is an art movement?</li> <li>• Write about art movements</li> <li>• Analysing an art work</li> <li>• Using tone to create dimension</li> <li>• Ink drawing</li> <li>• Collage</li> </ul>	<p><u>Still Life</u></p> <ul style="list-style-type: none"> <li>• Art movements: Vanitas, Pop Art</li> <li>• Mark-making and shading for dimension</li> <li>• Oil pastel</li> <li>• Collage</li> <li>• Artist studies</li> <li>• Typography</li> </ul>	<p><u>3D Clay Shoes</u></p> <ul style="list-style-type: none"> <li>• Working to a design brief</li> <li>• 3D clay sculpture</li> <li>• Pattern making and tessellation</li> <li>• Fashion design</li> <li>• Observational drawing</li> </ul>

			
<p>Yr . 10</p>	<p><u>Food Workshops</u></p> <ul style="list-style-type: none"> <li>• Digital and SLR photography</li> <li>• Digital editing</li> <li>• Clay sculpture</li> <li>• Fluid paintings</li> <li>• Textiles and fashion design</li> <li>• Stencil printing and graphic communication</li> </ul> 	<p><u>Food Extended</u></p> <ul style="list-style-type: none"> <li>• GCSE marking criteria and Assessment Objectives</li> <li>• Mapping and recording initial ideas</li> <li>• Designing and experimenting for final piece</li> <li>• Annotations</li> <li>• Written analysis of artists</li> <li>• Creating test pieces and experiments for final pieces</li> </ul> 	<p><u>Fantastic and Strange Workshops</u></p> <ul style="list-style-type: none"> <li>• Monoprinting</li> <li>• Digital workshops</li> <li>• Paper marbling</li> <li>• Textile design</li> <li>• Photo manipulation and editing</li> <li>• Textile design and paper stitching</li> </ul> 
<p>Yr . 11</p>	<p><u>Fantastic and Strange Extended</u></p> <ul style="list-style-type: none"> <li>• Gathering and mapping research into themes, drawing on internal and external resources</li> <li>• Mood board making</li> <li>• Photography to support exploration of ideas</li> <li>• Extended artist research skills</li> <li>• Independent final piece planning and execution</li> <li>• Justifying creative choices</li> </ul>	<p><u>Exam Unit</u></p> <ul style="list-style-type: none"> <li>• (Content set by exam board)</li> <li>• Utilizing all practical and analytical skills to plan and create project</li> <li>• Working to a brief</li> <li>• Time management and organisational skills</li> <li>• Self-directed project planning</li> <li>• Critical evaluation and responding to feedback</li> </ul>	

			
<p>Yr . 12</p>	<p><u>Art and Design Workshops</u></p> <ul style="list-style-type: none"> <li>• Installation</li> <li>• Life drawing</li> <li>• Performance Art</li> <li>• Oil and acrylic techniques</li> <li>• Photography</li> <li>• Textiles and fabric</li> </ul> 	<p><u>Art and Design Personal Investigation</u></p> <ul style="list-style-type: none"> <li>• Gathering and mapping research into themes, drawing on internal and external resources</li> <li>• Extended essay writing</li> <li>• Visual communication</li> <li>• Photoshoots and documentation</li> <li>• Extended artist research skills</li> <li>• Independent final piece planning and execution</li> <li>• Justifying creative choices</li> </ul> 	<p><u>Art and Design Personal Investigation</u></p> <ul style="list-style-type: none"> <li>• Gathering and mapping research into themes, drawing on internal and external resources</li> <li>• Extended essay writing</li> <li>• Visual communication</li> <li>• Photoshoots and documentation</li> <li>• Extended artist research skills</li> <li>• Independent final piece planning and execution</li> <li>• Justifying creative choices</li> </ul> 
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### Design & Technology at AJK

Design and Technology is not taught as a distinct subject discipline, but rather is embedded within our art and design curriculum as well as through other subject disciplines and drop down timetable experiences. We know how important it is that students have the opportunity to use their creativity and imagination to design solutions to real world problems as well as to be able to critically evaluate designs in the world around them, and the table below shows how we do this.

Curriculum aims	AJK Curriculum Location
<b>Design</b>	
Use research and exploration, such as the study of different cultures, to identify and understand user needs	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Research and study of different artists, including a range of cultures and genres</li> <li>- Opportunities to present research to peers</li> <li>- Unit on city of the future design delivered to Y8s.</li> <li>- Product design unit – sustainable architecture models.</li> </ul> <p><b>Pillar day:</b> “Theatre design” - students design and create props and costumes for a play studied in drama.</p>
Identify and solve their own design problems and understand how to reformulate problems given to them	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Unit on city of the future design delivered to Y8s.</li> <li>- Product design unit – sustainable architecture models.</li> </ul>
Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Dream catcher unit – design and create dream catchers.</li> <li>- Textiles unit – shoe design.</li> </ul>
Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Students use a variety of approaches to generate ideas. Exposure to a range of artists and designs and encouraged to think outside the box.</li> <li>- Study of Neri Oxman as inspiration for nature &amp; science design style.</li> <li>- Unit on sustainable architecture models (planning to include biomimicry and user-centred design in this unit)</li> </ul>

<p>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Annotated sketches and detailed plans used regularly.</li> <li>- Mathematical modelling used.</li> <li>- Oral presentations are built into units where students explain their design briefs to peers</li> </ul>
<p><b>Make</b></p>	
<p>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Regular use of clay making tools, scalpels and cutting tools, specialist paints.</li> </ul>
<p>Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Plaster casting and moulding – students learn about the properties of alginate.</li> <li>-</li> </ul> <p><b>Pillar day:</b> “Many hands make light work / All hands on deck” – plaster casting, designing and finishing hand models.</p>
<p><b>Evaluate</b></p>	
<p>Analyse the work of past and present professionals and others to develop and broaden their understanding</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- In all units of the art and design curriculum</li> </ul>
<p>Investigate new and emerging technologies</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Study of Olafur Eliasson installations using solar technology.</li> </ul>
<p>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Unit on sustainable architecture models</li> </ul> <p><b>Pillar day:</b> “Theatre design” - students design and create props and costumes for a play studied in drama.</p>
<p>Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Unit on sustainable architecture models</li> <li>- Study of Olafur Eliasson &amp; Neri Oxman</li> </ul>
<p><b>Technical knowledge</b></p>	
<p>Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions 90 Geography</p>	<p><b>Pillar day:</b></p> <ul style="list-style-type: none"> <li>- “Theatre design” - students design and create props and costumes for a play studied in drama.</li> <li>- “Many hands make light work / All hands on deck” – plaster casting, designing and finishing hand models.</li> </ul>
<p>Understand how more advanced mechanical systems used in their products enable changes in movement and force</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Teaching of structure and strength in architecture maquettes within sustainable architecture design unit. Includes links to history of architecture.</li> </ul>
<p>Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</p>	<p><b>Art and design curriculum:</b></p> <ul style="list-style-type: none"> <li>- Olifur Eliasson solar powered technology installations with artistic and functional purpose.</li> </ul> <p><b>Science curriculum:</b></p> <ul style="list-style-type: none"> <li>- <i>Study of circuits, including related practical</i></li> </ul>

<p>Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].</p>	<p><b>Pillar day:</b> - “STEM in action”</p>
<p><b>Cooking and nutrition</b></p>	
<p>Understand and apply the principles of nutrition and health</p>	<p><b>PE Curriculum:</b> - Y8 PE theory unit on diet and nutrition</p>
<p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p>	<p><b>Pillar day:</b> - “Healthy cooking and eating”</p>
<p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	
<p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p>	