

ART CURRICULUM INTENT

The Art and Design curriculum at Salford City Academy is designed to inspire and equip students to think innovatively and develop a creative understanding of art history, through critical analysis of artists, cultures and art movements, how to handle a variety of media, through experimenting and to develop critical understanding of artwork through annotation and evaluations. Each project is designed to ensure our students see themselves, feel represented and are introduced to a world beyond their immediate experience. The curriculum is designed to engage, inspire, and challenge students, equipping them with the knowledge and skills to experiment and create their own works of art, craft, design and photography; enabling all students to achieve regardless of ability.

All students will study the content outlined in the scheme of learning, which has been constructed based on the formal elements. These are referenced within lessons, when necessary, some lessons heavily focus on one element such as colour within the theme of colour theory.

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| Line | is a mark made on a surface that joins different points. Lines can vary in length, width, direction, and shape |
| Tone | refers to the lightness or darkness of an object |
| Texture | refers to the look or feel of something |
| Shape | is a two-dimensional area. Shapes have height and width but not depth. A shape might be defined by an outline or through contrast with its surroundings, such as through colour or tone |
| Form | refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth) |
| Colour | is all around us and in visual arts, it gives an artwork meaning and beauty – or ugliness. It can also evoke strong emotional reactions. The primary colours, red, yellow and blue, can create all other colours |
| Patterns | are all around us, in nature as well as in art and design. We see patterns where shapes, lines or colours are repeated. How complicated a pattern is depends on what is repeated and the way in which it is repeated |
| Composition | is the arrangement of elements within a work of art (where things are on the page) |

Pupils are then assessed through the following principles:

Media: Students are provided with opportunities to develop their skills and increase their proficiency in the handling of a range of media and materials. Students learn the skills of drawing, painting, printing, collage, textiles, photography and 3D design.

Artist Style / Context: The curriculum develops student's knowledge and understanding of artists and designer's styles and will enable pupils to be able to use key vocabulary to explain the key characteristics of those styles.

The projects throughout KS3 are designed to have cross-curricular links and to make pupils aware of current political, social and global issues such as race, equality, environmental issues, mental health and wellbeing. As well as linking to artists, cultures and different artistic styles.

Drawing: Our curriculum aims to develop a pupils' ability to draw by using different drawing techniques such as breaking images into basic shapes and the use of grids. Although the basic principles of drawing remain the same, each year the expectation of drawing ability increases to push pupils drawing ability and handling of media.

Evaluation: Students will be adept at assessing their own work and being able to understand the areas which they need to focus on to improve. Pupils will develop their critical analysis of artists and be able to apply their knowledge of artist artwork to their own art.

Entitlement: KS3 pupils are given one session of art per week, we aim to cover the requirements of the national curriculum through the experimentation and development of proficiency in key skills and media. Pupils will collaborate in design and execution of ideas to build their artistic style and ability using formal and informal feedback. Students will also be entitled to experience a variety of art and photography styles through trips and conversations with experts in artistic/photographic fields.

We ensure pupils have access to the materials they require to complete work to a high standard as well as ensure the curriculum and learning environment has been adapted to suit pupils of all needs and abilities.

At KS4 students have the option to study Fine Art and/or Photography. Through the two years of study students will develop a portfolio of work that is 60% coursework and 40% externally set task. Students will develop and expand their skills at KS3 through experimentation and working in the style of artists and photographers. Students are encouraged to have input on the development of their projects by linking to personal themes and interests from the world around them.

Coherence: Key concepts and skills will be developed through the planning of each project which will be sequenced to have scaffolds for pupils to grow in confidence and ability. Skills such as drawing, painting, textiles, 3D work, and photography are interleaved throughout projects, one example of the skills we will develop is pupils will begin with understanding basic proportions and using guidelines to build on in later years where they will no longer need the use of guidelines and will understand the correct proportions of images and how to measure these correctly. We use the national curriculum as a base of our projects and build upon the formal elements, exploring each elements throughout our projects at KS3. While the projects are based around theoretic premises we ensure pupils have experiences of practice responses to themes.

Mastery: Through each year of KS3, pupils will revisit key skills and build upon previous knowledge and develop new skills. The curriculum aims to allow pupils to master the key knowledge and skills needed to progress through the curriculum and support future learning and outcomes. These skills are key should they choose GCSE Art or Photography.

Adaptability: The curriculum has been adapted to fulfil the needs of every pupil, to allow SEND students to access and apply all the core principles, as well as to stretch and challenge pupils to reach their full potential, using modelling and questioning. Students will be able to use the curriculum to understand the wider world and apply their skills and understanding to represent their local area as well as portray their personal experience. For example, in year 9, we are creating protest art based on news from the local area to inspire pupils to have a voice about issues they find important.

Representation: We aim to offer access to a diverse array of artist styles, cultures and skills that will ensure pupils can see themselves represented in the work they are producing. Pupils are also welcomed to complete their own independent research of similar artists working within the fields of our projects to feel more invested within the work they are producing.

Character: Aspire clubs are offered to students weekly. They are given the opportunity to work on whole school projects, displays and enter competitions. Aspire gives students the chance to use more advanced specialist materials, techniques, and equipment they wouldn't normally use in lessons. With our curriculum we aim to ensure pupils build in their confidence of creating individual art pieces that are unique to them. Through our use of peer and self-assessment we look to build pupil resilience and tolerance to the differences we have as individuals. We plan on showing pupils art within the wider world as much as possible, therefore we look at relevant art and photography exhibitions and plan trips to provide pupils with a context of art outside the classroom, we also aim to engage art and photography practitioners to join us in school or meet with them in their own context.