

Careers and Curriculum Links – Art

	Cycle 1	Cycle 2	Cycle 3
Year 7 ('The Visual Elements and Portraiture' Project- students half year rotation with Textiles)	<ol style="list-style-type: none"> 1) Introduction to the subject 'soft' skills lesson - explicitly links to the skills required by all employers as well as creative careers. 2) Looking at the work of a range of other artists and designers highlights these as career options. Students learn <i>how</i> to be an artist or designer. 3) Media experimentation - students explore how artists, graphic designers, illustrators and photographers work and what is deemed as good professional practice. 4) Process – understanding how artists and designers create work. <p>Artists/ Designers could run creative workshops and discuss their own careers.</p> <p>Colour Archives to visit to discuss creative jobs.</p> <p>Visits to exhibitions where applicable exposes students to careers as artists, designers, curators, marketing.</p>		
Year 8 ('The Everyday' Project- students half year rotation with Textiles)	<ol style="list-style-type: none"> 1) Re- introduction to the subject soft skills lesson - explicitly links to the skills required by all employers as well as creative careers. 2) Architecture focus within the theme – students explore how wide ranging creative subjects interlink, including Architecture and looking at career opportunities through architecture such as architect and heritage industry. 3) Looking at the work of a range of other artists and designers highlights these as career options. Students learn <i>how</i> to be an artist or designer. 4) Mixed media experimentation - students explore how printmakers, illustrators and photographers work. 5) Process – understanding how artist and designers create work/products. <p>Artists/ Designers/ Architects could run creative workshops and discuss their own careers.</p> <p>Colour Archives to visit to discuss creative jobs.</p> <p>Visits to exhibitions where applicable exposes students to careers as Artists, designers, curators, marketing.</p>		
Year 9 (Introduction to sketchbook and artist analysis C1, Natural Forms C1 & C2)	<p>Media experimentation unit (Natural Forms) – students explore new skills and learn how artists, designers, printmakers, photographers and illustrators work.</p> <p>Artists and designers could lead specialist workshops/ critiques/ discussions linking to their careers in creative industries</p> <p>Visits to YSP or the Hepworth to expose students to how Artists work in addition to careers as curators and marketing.</p>		<p>Portraiture and Identity Unit – working and thinking like an artist / graphic designer/ photography/ illustrator and printmaker.</p> <p>Visits to art galleries or artist studios to expose students to careers in art.</p>
Year 10 (Portraiture and Identity C1 & C2, Unit 6: Critical and Contextual Studies C3)	<p>Portraiture and Identity Unit – working and thinking like an artist / graphic designer/ photographer/ illustrator and printmaker</p> <p>Working like a designer to a brief mimic that of designers and artists working in the creative industries (as well as freelance or owning your own business.)</p> <p>Creatives from the fine art industry and artists could be brought to discuss careers/ critique work/ or lead workshops.</p> <p>Design Agencies could set a live brief for students to work from - <i>Students could visit local agencies.</i></p> <p>Visits to local art events could be planned where possible (Leeds City Gallery workshop events/Salts Mill workshop events/Yorkshire Sculpture Festival).</p> <p>Gallery and exhibition visits (where relevant).</p>		
Year 11 (Portfolio – working to a brief)	<p>Working like an artist/designer to a client brief reflect the climate in the creative industries.</p> <p>Creatives from the art industry or artists could be brought to discuss careers/ critique work/ or lead workshops.</p> <p>Design Agencies could set a live brief for students to work from - <i>Students could visit local agencies.</i></p>	<p>Unit 2 Exam – Responding to an external brief and producing a portfolio of work reflecting how artists work in industry.</p> <p>Producing a portfolio exposes students to wide ranging creative careers including web design, marketing, and graphics. Students are now fluent in visual language so understand how to effectively market their own brand/ business.</p>	

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- 1) When could/do you make explicit links in lessons to a particular career that the subject matter/skills are relevant to? Please highlight these on your SOW. (Gatsby Benchmark 4 – Linking curriculum learning to careers)
- 2) Are there any opportunities that you have planned/could plan to invite employers/businesses in that would make students more aware of employment opportunities in your field? (Gatsby Benchmark 5 - Encounters with employers and employees)
- 3) Do you/could you run any expeditions that expose students to potential employment routes/employers? (Gatsby Benchmark 6 - Experiences of workplaces)