

## Art & Design Curriculum III

### Ambition

- "The Art and Design Department ensured students had the skills and knowledge to be successful creatives that question the world around them, think the unthinkable and the not yet thought."
- Art and Design students at Trinity are taught about and inspired by wide ranging, diverse historical and contemporary movements, artists and designers; there is an emphasis on 'theory and practice' that provides insight and models 'the top of the mountain' in Art & Design; we believe expeditions to galleries and exhibitions are integral to the student's experience and taking them beyond their own experiences; we provide access outside of lessons to highly specialist equipment and support from specialists; at the foundations of our curriculum is a desire to develop self-expression and a confidence and love of debating the subjective nature of art. Art is for everyone.
- Students acquire visual language skills and knowledge in a broad range of specialisms in Art & Design under the four strands of Fine Art, Photography Textiles and Fashion Design, and 3D Design. We support students through aspirational teaching to acquire knowledge, question the world around them, draw and design for different intentions and use a wide range of highly specialist materials and technical equipment to realise their intentions. In addition to the 'practical' elements of our subjects, students will gain understanding of the 'theoretical' world of art, craft and design; students will learn about, research and explore relevant and significant artists, craftspeople and designers from diverse genres, periods, cultures and include both male and female as well as LGBTQ+ practitioners. Through their theoretical education they will discover that Art & Design is subjective and develop their own opinions and ability to debate Art & Design through 'reading' visual language.
- In addition to termly whole-school 'Careers Spotlights' our curriculum explicitly and extensively teaches students about varied careers in the creative industries. This is often approached in an anecdotal way through the teaching of artist and designer analysis; the students as part their experience learn about practitioners in the context of their project based work across all year groups. We are mindful to include in our theoretical teaching a plethora of specialisms not limited to: product design, graphics, web design, interior design, jewellery design, architecture, surface design, costume, fashion design, illustration, textile design, photography, ceramicist, sculptor and practicing artist (painting/ print/ graphite). At KS4, students as part of their formally assessed coursework must respond and work to live briefs reflecting 'real-world' practice in Art & Design.
- Through co-curricular we explore with students how Art & Design can lead to social change. At KS4 through our projects in 3D Design, Photography and Textiles we explore issues in the community and encourage students to explore stereotypes often (wrongly) put upon Bradford and challenge those perceptions. 3D students also respond to client briefs such as designing sustainable homeless shelters.
- Our curriculum intention is to ensure all of our projects and their relating artist/designer influences are diverse in their cultural backgrounds and racial heritage. Recent movements have encouraged us to constantly question what we do to ensure we remain anti-racist and do not become inadvertently complicit in racial bias towards those of white British backgrounds. In practice this means ensuring that, for example, when we demonstrate mixing skin tone that we model a wide range of skin tones and not just our own as teachers (currently the department staffing demographic is 100% white British/ Irish). We avoid using words such as 'nude' 'skin' to describe colours. When teaching implied texture mark-making techniques to represent hair we ensure that all hair types are included in these demonstrations. Students learn it is important to be able to visually represent every race when becoming an artist. In becoming a designer, students learn how to ensure that their designs and products do not cause offence to any part of society through awareness and research of the demographic.
- All students will be shown how artists and designers often question and challenge the world around them by exploring ideas, concepts and movements inspired by political/ social/ moral landscape; students will be encouraged to do the same of their own experiences. We support the personal development of our students by teaching through our project based work (Year 7 through Y11) the art of story-telling and creating a narrative in your portfolio of work; in doing so our students will be encouraged to begin a journey of self-expression through their own work and their exploration of the work of others; exposure to different cultures, ethnicities, places and ways of seeing. Through this process they will develop an awareness of their own identity and an appreciation of our differences and experience how opinion and debate are intrinsic to the Art & Design curriculum through its subjective nature. This is also supported by House competitions and Stretch projects.

### Rationale

- Our curriculum is collaboratively designed with 'the top of the mountain' in mind; to us that is not limited to having a successful and exciting career in the creative industries but have a love of Art & Design and a desire to engage with it into adulthood and parenthood; our curriculum aims to deliver social mobility. Our students arrive in Y7 with limited prior knowledge so we go 'back to basics' to lay solid foundations for the skills and knowledge developed through their time at Trinity - we focus upon visual elements, visual language, colour theory, observational drawing and analysis. These are the back bone of our curriculum through Y7-Y11. From the outset we teach our students how to be an artist and designer. All year groups have experience of the three specialisms we offer and are completely immersive, students are quickly introduced to skills in KS3 that are built upon in KS4. We know our curriculum is rigorous; we believe that Y7 should be able to experience the skills that Y11 do and thus we allow Y7 and Y8 to have access to all



material areas and specialist equipment. In facilitating this we hope to create critical thinkers, problem solvers and risk takers - soft skills developed and built upon at KS4 and ultimately imperative to success at KS4 and beyond.

- Our content can be broken down into 4 key areas (regardless of the age or qualification being taught) these are: Investigation, Experimentation, Observation and Outcome. The extensive 'hard skills' (i.e acrylic painting, embroidery, CAD) are shown on our curriculum map\* and gradually build in rigour as students' progress, they are delivered through the context of project based work, although the skills may be the same, the context is not. Our projects are designed to develop our students as practising artists and designers with fluency in visual language a common thread; in Y7 we develop an awareness of ourselves and others, self-expression; in Y8 students gain an insight into ways of seeing the world around us and learn to question it - that means seeing the beauty as well as the ugly; in Y9 students develop their craft - this is our 'foundation year'; Y10 are fluent in visual language and are able to delve further into conceptual ways of working with themes and expression; Y11 is highly tailored to the skills and conceptual interests of our young artists and designers.
- Many schools focus on students making products, often all students will produce the same product within each specialism taught with high quality outcomes produced - this is great for instilling the joy factor and self-promotion (exhibitions/displays). However, we believe that this limits creativity in our context and so our focus is much more about the creative process than the end outcome, particularly through Y7-9. This encourages our students to think creatively and take risks; we believe these skills are important in creating employable citizens. Many schools deliver DT and traditionally would have delivered Product Design and Textiles through this strand. Instead, we deliver 3D Design and Textile Design through the art endorsements - these focus on building a creative portfolio in a real world context and allow for more teaching of art history which is something we believe to be vital in imparting powerful knowledge and cultural capital.
- Y7 and Y8 students receive 2 x single lessons a week; Y9 and Y10 options students receive 1 x double lesson a week; Y11 students receive 2 x double lessons a week. In addition Y9 and Y10 experience 12 weeks per year of additional Art and Design lessons through our co-curricular offering.
- The majority of our students gain a Level 2 First Award in Art & Design from Pearson BTEC; this enables our students to make excellent progress and achieve high attainment whilst still being able to fully access and enjoy their experience with a wide range of materials and media in the subject areas. Where appropriate we enter students onto the AQA GCSE Art & Design endorsements depending on their post-16 aspirations.

## Concepts

- In Y7 and Y8 our curriculum is delivered on rotation via the three subject disciplines this means that knowledge and skills that form the 'back bone' of our curriculum (visual elements, visual language, colour theory, observational drawing and analysis) are explicitly taught, although in different ways, but always with the same level of importance placed upon them. These are revisited each cycle through Y7 and Y8 in the context of the subject specialisms. This 'core' knowledge is the same that is taught at KS4 and therefore is revisited throughout their experience of Art & Design at Trinity.
- All our taught skills and knowledge fit our model of 'Investigation, Experimentation, Observation and Outcome' and are revisited in all year groups in the context of projects (and examined coursework) throughout their 5 years of Art & Design education. Key terms, visual language and elements knowledge remain unchanged Y7-Y11 - the knowledge and skills are intrinsically linked; they are not taught as separate entities. Thus, the application of knowledge in skills based contexts consolidates and secures knowledge into the long term memory and therefore is able to be built upon as students rotate at KS3 and progress to KS4.
- Students are quizzed during the Do Now at the beginning of every lesson on their 'core' knowledge of visual language, techniques and artists/designers studied. This knowledge is developed and revisited as student's progress through the year groups and is supported by structured project based work. Students synthesize this core knowledge in context for analysis and their own work at different points in their project.
- Y7 and 8 are set a visual elements based drawing task in their D.E.A.D (drop everything and draw) sketchbooks each week for homework or Do Nows - this develop this fundamental skill and instils a love for the subject, in addition at key points in the cycle they are set 100% revision from their knowledge organisers. Y9, 10, 11 are set highly tailored tasks that support the development of their coursework outside of lesson time.
- The department uses 'Reading Reconsidered' to support students Y7-Y11 in interpreting research and found text and then composing essay style artist analysis. Students are taught how to write about their own work and others using complex technical specialist vocabulary as well as being quizzed during Do Nows on Tier 2 subject specific command words. An understanding of measurement, area, nets, shapes is fundamental to success in the subject; as such, application of these Maths skills are an occurrence in our lessons everyday - for example pattern cutting at KS4 in Textiles will require students to measure, calculate area and create their own 'nets'.
- [See Curriculum end points table on page 4.](#)

## Implementation

- The subject Head of Department (BLO) is responsible for the alignment of our respective subjects to the department curriculum III and monitoring the delivery through effective teaching of the curriculum. As a textiles specialist BLO has sole responsibility for the design and delivery of this content in addition to contributing to the Art and 3D Design KS4 content. The assistant HoD (MMc), in addition to her role as the subject lead on Fine Art and Photography, is responsible for the promotion of the department in the wider context of the school, and Y7/8 assessment. EHA has significant UPS responsibilities in addition to delivering a successful 3D Design



curriculum and oversees the curriculum design of Art and Design at DMP. ESC, ECT year 1, teaches across both secondary and primary at DMP; her role at secondary is to deliver the 3D Design curriculum to Years 7, 8 and 9. Our technician (LRe) supports all department staff members in preparing the resources and maintaining equipment so all year groups are able to safely access the comprehensive list of skills delivered. In addition, as a former teacher, he is able to work in small break out groups with students to deliver additional specialisms such as photography and screen printing.

- In addition to the specialisms currently taught by the department's staff: BLO (BA Hons Fashion) is able to teach 'Art, Craft and Design' specialisms. EHA (BSC Textiles) is able to teach 3D Design and Textiles. MMC (BA Hons Fine Art) is able to offer photography. All members have received training for the successful delivery and moderation of both Pearson BTEC Level 2 and AQA GCSE qualifications. There ongoing departmental CPD to increase subject knowledge so all members have a basic understanding of how to effectively deliver our three current specialisms.
- Our curriculum is designed and implemented with our SEND and disadvantaged students in mind. All lessons at KS3 are double staffed; KS4 are taught in groups of no more than 20 so they have the support and access to equipment they need to be successful; we use our technician to further support our learners with additional physical needs, for example, on the sewing machine 1:1 if needed; we use visualisers to model everything we do; we use our budget to ensure that all students have access to specialist materials at home and have a wide range of experiences with specialist equipment whilst in school.
- Our curriculum is designed in a way that the core subject knowledge and skills required in all disciplines of Art & Design are the same in Y7 as they are in Y11. Students understand the core principles of the design process: developing ideas, exploring, refining, recording and presenting their work by combining the use of visual and written language to respond to the brief in the context of project based work.

All schemes of work and LTPS across the three disciplines and key stages ensure that all students: explore a range of historical and contemporary art and design practitioners to inform the development of creative knowledge and practice; they test, experiment and refine a wide variety of media and techniques; they make informed design decisions and use inspiration found from sources and experiments to develop ideas related to the initial brief into a personal outcome; and finally, show understanding throughout design process of the importance of layout and presentation in the visual representation of the ideas development thus developing their understanding of how to be successful post-16 and into creative careers.

- Students are assessed on their understanding and application in the context of their projects against the four core areas: investigation, experimentation, observation and outcome. At KS3 this is ranked and scored by their subject teacher and is cumulative. At KS4 we mark their coursework against the course specification (our core areas are in line with this) - this is also cumulative as they progress through KS4.

### Covid Implementation

- Based upon identified gaps in skills and knowledge due to the periods of restricted opening we have reviewed the sequencing of our curriculum. Investigation and analysis skills would usually be carried out throughout project work, however, students focussed on this whilst working remotely at home when certain practical skills (such as using the sewing machine/ clay/ CAD/CAM) could be not delivered. We have focussed our curriculum project work since wider reopening of schools on experimentation and outcomes in order to close practical skills gaps ensuring that students have experiences with materials and specialist machinery not available when working remotely.
- During the period of restricted opening students in years 9, 10 and 11 who opted for the examined route in our subject areas were provided with artistic materials (drawing pencils, fine liners, paints/ brushes/ embroidery needles/ thread etc) so that in addition to conducting investigation and analysis of relevant artists/designers/movements they are able to continue developing their skills and knowledge of observational drawing and designing. Teachers email students with bespoke instructions on how to continue working remotely on their independent project work.

Students in Y7 and 8 have their D.E.A.D sketchbooks with them at all times and are able to continue to develop their knowledge of the visual elements and observational drawing remotely as instructed by MMC who takes responsibility for emailing students and contacting families of Y7 and 8. In addition, they complete the same classwork as students in school where possible e.g. analysis, drawing and designing. If they are isolating for longer than 5 days they are also sent a work book containing key knowledge quizzing and visual element skills application tasks.

*Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.*

*Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement*



## Curriculum Concepts: End points

Year	Knowledge	Skills Fine Art	Skills Textiles	Skills 3D Design	Skills Photography
7	An introduction to visual language and colour theory through the exploration of portraiture and identity. Students learn how to become an artist/designer, the art of self-expression and gain knowledge of a diverse range of historic and contemporary artists/ designers/ movements. Students learn knowledge of specialist techniques and terms.	Observational Drawing (pencil/charcoal/colour pencils) Colour mixing Painting in acrylic and gouache Collage Mixed media Artist analysis.	Observational drawing Artist analysis Hand embroidery Applique Collage Designing Basic surface design Artist analysis.	Observational drawing Mind mapping Research Designing CAD CAM Hand tool skills Painting	
8	Knowledge of visual language and colour theory is developed as students begin to understand how other artists and designers take inspiration from the world around them. Students will continue to develop themselves as artists by questioning the world around us and will further develop their skills in self-expression and critical thinking; students are encouraged to see both beauty and ugliness through exposure to knowledge of diverse artists and designers. Students gain knowledge of architecture as well as the key terms from Art, Textiles and 3D.	Observational Drawing Photography Primary source analysis Image transfer Watercolour Wax resistance Painting Artist analysis Printing – block/mono/reduction/ombre	Observational drawing Artist analysis Illustration Photography Free machine embroidery Applique Collage Designing Surface design Printing – block/ mono	Observational drawing Mind mapping Research Designing CAD CAM Hand tool skills Painting Photography	
9	Students continue to develop knowledge from KS3 of visual elements and wide ranging specialist knowledge and begin to apply this to their knowledge of artists and designers. Knowledge and skills remain broad and reflects the foundation degree required for entry onto the most prestigious creative undergraduate courses. Students will continue to grow as artists and designers by developing their critical thinking by questioning our understanding of the world around us. This builds upon Y7 & 8 as students will study important themes in Art & Design history relating to the human and natural forms.	Mind Mapping Artist Analysis Photography Photoshop Observational Drawing – Pencil, Pen, Ink, Chalk, Charcoal, Oil pastel Painting – watercolour, gouache, acrylic Collage and layering (acetate) Printmaking – mono, block, imprint,	Observational drawing Artist analysis Photography Advanced surface design Advanced decorative techniques Photoshop Mark making Hot Textiles Fabric manipulation Basic Pattern cutting Construction Fashion illustration Printing	Mind mapping Research Artist analysis Observational drawing Mark making Printing – block/mono Designing Photography CAD CAM Hand tool skills Painting Casting Resin Model making Finishing	Mind Mapping Artist Analysis Photography Studio Lighting and Set-Up Adobe suite- Bridge and Photoshop Observational Drawing – Pencil, Pen, Ink, Chalk, Charcoal, Oil pastel Photoshoot Planning Printmaking – mono, block, imprint, Illustration Collage
10	Knowledge of visual language and specialist subject knowledge is secure and is applied confidently in relation to knowledge of diverse artists, designers, movements. Students begin to specialise in a chosen area: Art, Craft & Design, Textiles or 3D Design. Students produce conceptual projects in response to current themes in Art & Design that express themselves as artists and designers. Students begin to learn about the impact Art & Design has had and continues to have on society and how art often reflects culture; art is culture.	Mind Mapping Artist Analysis Photography Photoshop Observational Drawing – Pencil, Pen, Ink, Chalk, Charcoal, Oil pastel Painting – watercolour, gouache, acrylic Collage, photocollage and layering (acetate) Printmaking – mono, block, imprint,	Observational drawing Artist analysis Photography Advanced surface design Advanced decorative techniques Mark making Hot Textiles Fabric manipulation Basic Pattern cutting Construction Fashion illustration & design Printing Draping Soft sculpture	Mind mapping Advanced research Analytical artist analysis Observational drawing Mark making Printing Designing Photography Photoshop CAD CAM Hand tool skills Painting Casting Resin Model making Finishing	Mind Mapping Artist Analysis Advanced Photography Studio Lighting Adobe Suite Compositional Drawing Photoshoot Planning Printmaking – mono, block, imprint, Illustration Collage Digital Printing
11	Knowledge of visual language and specialist subject knowledge is mastered and is applied confidently in relation to knowledge of diverse artists, designers, movements. Students are specialists in a chosen area: Art, Craft & Design, Textiles or 3D Design. Students produce highly conceptual and personal projects reflective of practicing artists and designers. Students can reflect critically on a range of artworks, movements, styles and have a desire to question the world around them and change it. Students see the importance art and culture and its ability to incite change. Students can converse confidently about Art & Design.	Mind Mapping and Research Artist Analysis Photography Photoshop Advanced Observational Drawing – Pencil, Pen, Ink, Chalk, Charcoal, Oil pastel Advanced Painting – watercolour, gouache, acrylic Collage Photo collage and layering (acetate) Advanced Printmaking – mono, block, imprint, reduction, screen	Observational drawing Artist analysis Photography Advanced surface design Advanced decorative techniques Mark making Hot Textiles Fabric manipulation Basic Pattern cutting Construction Fashion illustration & design Printing Draping Soft sculpture	Mind mapping Advanced research Analytical artist analysis Observational drawing Mark making Printing Designing Photography Photoshop CAD CAM Hand tool skills Painting Casting Resin Model making Finishing	Mind Mapping Artist Analysis Photography Studio Lighting and Set-Up Adobe Suite Observational Drawing Observational Painting Photoshoot Planning Printmaking – mono, block, imprint, Illustration Collage Digital Printing

