

Curriculum Overview –

All Saints' Curriculum Intent Statement:

Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.

Art and Design Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in our school. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Art and design curriculum is planned to ensure that students from KS3 and KS4 are exposed to a World Class Curriculum that offers them the opportunity of first class teaching and learning. A curriculum which offers full coverage of the vital key skills and knowledge needed in order to achieve high end outcomes at GCSE and to develop a love of the arts and the cultures that surround them. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As students' progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also understand how art and design has shaped our history, and contributed to the culture, creativity and wealth of our nation.

The curriculum intends:

Our aim is that students at All Saints Academy discover and nurture their own identity through the appreciation and making of art and seek out their place in the world and how they fit in it, through self-discovery.

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in our school. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Art and Design curriculum focuses on the development of key knowledge and skills which are required for the outcomes at KS4. The curriculum is designed to build skills from induction in year 7 through to practising, developing, embedding and mastering by the time students reach GCSE level. It is based around the four GCSE assessment objectives and encourages students to work towards a brief producing a final outcome. An introduction to this format early on, supports the grounding for a solid foundation of skills which can then be developed and mastered through practice during KS3 and KS4.

In art, students will explore visual, tactile and other sensory experiences to communicate ideas and meanings. They will work with traditional and new media,

developing confidence, competence, imagination and creativity. They will learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art and design, students will reflect critically on their own and other people's work, judging quality, value and meaning. They will learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They will develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives. At All Saints Academy students will be given opportunities to be:

1. Creative: Students demonstrate creativity when they play with ideas and generate different approaches, responding to purposeful tasks in imaginative and personal ways to produce original images and outcomes. Originality can be defined in relation to students' own previous work, the work of their peer group, or what others have produced in a range of historical contexts.
2. Explore and Experiment: Exploration should be purposeful. Students could draw on their exploration to evaluate their successes and failures and propose next steps and push forwards.
3. Take risks and learn from mistakes: Students should be confident risk takers, trying out new ideas and processes without fear of failure.

4. Competence: This includes competence in skills needed for different types of art, craft and design practice. Students need to be able to apply these skills when investigating, analysing, thinking, designing, making, reflecting and evaluating.
5. Analysing: This is a key element of practical explorations, development of ideas and critical studies. Evidence of analysis may be seen in discussions and visual and other forms.
6. Designing: This includes designing for different purposes and vocational and work-related practice.
7. Evaluating: Evaluation is a continuous process and should include evaluation of the initial choice of subject and materials, of work in progress and of outcomes.
8. Explore new media: This includes new technologies and materials.
9. Develop cultural understanding: Students will explore the culture of their society, the groups in which they participate and questions of local and national identity.
10. Understand contexts: This includes work-related contexts that reflect the creative and cultural industries.
11. Have a critical understanding: Analysis and critical evaluation are key aspects of the creative process and essential life skills. Students need to develop these skills in relation to the world around them, as well as to their own and others' creative outputs.
12. Developing their own views and expressing reasoned judgements: This includes developing an appropriate language to express thoughts and ideas, and evaluating and making judgements based on a set of values that are either given to the students or that they create themselves.

At All Saints Academy students will be able to:

1. Work from first-hand observation: This could include taking inspiration from the work of others, drawing on personal experiences, drawing on imagination in response to stimuli, or using first-hand observation to record images, sounds and ideas in visual and written forms.
2. Make purposeful images and outcomes: A clear sense of purpose, whether from an externally set brief or the student's own intentions, is key to the quality of the learning experience.
3. Draw to express: This could include drawing: to create and invent (e.g. to visualise, dream and imagine); for perception (e.g. to observe, investigate, contemplate, remember); to explore ideas and possibilities; to design for pleasure; or to communicate feelings, experiences and ideas to others (e.g. visualise, use codes and symbols). Students could work with a wide range of tools and materials (e.g. erasers, pens, string and wire) and learn a range of drawing techniques (e.g. collage, animation and wash), using different kinds of drawing for different purposes.
4. Develop research and investigative skills: Students should demonstrate the intelligent use of sources, including using the internet positively to find and extract information, inform purposeful enquiry, develop analytical skills and make progress with ideas. Pupils should be able to communicate understanding in written, visual and practical forms to a range of audiences.
5. Work collaboratively: This includes developing the sensitivity and skills needed to negotiate, evaluate and share in the collaborative process of creating and making.
6. Be exposed to wider creative environments: This includes experience of developing their own work through visits to museums and galleries.
8. Work with multi disciplines: For example, combining visual images with sound and movement to produce an artwork

	Cycle 1		Cycle 2		Cycle 3
Year 7	<p><u>Topic 1- Introducing Pop Art through Visual Elements.</u></p>	<p><u>Topic 1- Introducing Pop Art through Visual Elements.</u></p>	<p><u>Topic 2- Picasso & Portraits.</u></p> <p>Key Question: <i>Is an abstract portrait, still a portrait?</i></p>	<p><u>Topic 2- Picasso & Portraits.</u></p> <p>Key Question: <i>Is an abstract portrait, still a portrait?</i></p>	<p><u>Topic 3- Post-Impressionist Art</u></p> <p>Key Question: <i>How can Artists represent emotions and feelings using colour and line?</i></p>

<p>Key Question: <i>Why is Pop Art still so popular today?</i></p> <p>Overview: Students will be introduced to the basics of art. They will explore each visual element (line, tone, shape, space, pattern, texture and line) through the exploration of the Pop Art movement. Pupils will develop good sketchbook habits, primarily focusing on high quality presentation.</p>	<p>Key Question: <i>Why is Pop Art still so popular today?</i></p> <p>Overview: Students will be introduced to the basics of art. They will explore each visual element (line, tone, shape, space, pattern, texture and line) through the exploration of the Pop Art movement. Pupils will develop good sketchbook habits, primarily focusing on high quality presentation.</p>	<p>Overview: Students will explore the proportions of the human face and learn how to draw it accurately. They will then look at the art movement Cubism and the work of Pablo Picasso. Students will experiment with the cubist techniques to produce their own portraits inspired by the artist. Students will use a variety of different materials throughout this project and learn the importance of refinement.</p>	<p>Overview: Students will explore the proportions of the human face and learn how to draw it accurately. They will then look at the art movement Cubism and the work of Pablo Picasso. Students will experiment with the cubist techniques to produce their own portraits inspired by the artist. Students will use a variety of different materials throughout this project and learn the importance of refinement.</p>	<p>Overview: During this project students will be introduced to the Post-Impressionist Art movement. Through drawing and painting techniques they will begin to develop an appreciation for how this group of Artists have impacted and continue to impact the art world. They will investigate the formal elements of Art through their practical studies and develop new and existing techniques.</p>
<p>Big ideas: Line, tone, shape, space, pattern and texture.</p>	<p>Big ideas: Line, tone, shape, space, pattern and texture.</p>	<p>Big ideas: Shape & Proportion, Texture, Colour, pattern, space and composition.</p>	<p>Big ideas: Shape & Proportion, Texture, Colour, pattern, space and composition.</p>	<p>Big ideas: Line, Tone, Shape, space and composition, texture and colour</p>
<p>Assessment: Exploring Investigating Analysing Evaluating (60 Marks)</p>	<p>Assessment: Exploring Investigating Analysing Evaluating (60 Marks)</p>	<p>Assessment: Exploring Investigating Analysing Evaluating (60 Marks)</p>	<p>Assessment: Exploring Investigating Analysing Evaluating (60 Marks)</p>	<p>Assessment: Exploring Investigating Analysing Evaluating (60 Marks)</p>

	Cycle 4		Cycle 5		Cycle 6
Year 8	<p>Topic 3- Mixed Media insects</p> <p>Key Question: <i>What is mixed media and how do we use it in Art?</i></p> <p>Overview: Students will refine their drawing skill level and confidence through exploring the structure of insects. They will develop their use and understanding of line, shape, tone and detail, and look at producing different studies in different scales using a variety of materials, techniques and processes.</p>	<p>Topic 3- Mixed Media insects</p> <p>Key Question: <i>What is mixed media and how do we use it in Art?</i></p> <p>Overview: Students will refine their drawing skill level and confidence through exploring the structure of insects. They will develop their use and understanding of line, shape, tone and detail, and look at producing different studies in different scales using a variety of materials, techniques and processes.</p>	<p>Topic 1- Hundertwasser & architecture</p> <p>Key Question: <i>Can an Artist be an Architect?</i></p> <p>Overview: Students will be introduced to the Artist Hundertwasser and his distinctive style in both his Art work and his architecture. They will develop an appreciation of the Artist through the exploration of his styles and techniques and begin to discover that creativity and imagination has no limits as long as you are prepared to take risks.</p>	<p>Topic 1- Hundertwasser & architecture</p> <p>Key Question: <i>Can an Artist be an Architect?</i></p> <p>Overview: Students will be introduced to the Artist Hundertwasser and his distinctive style in both his Art work and his architecture. They will develop an appreciation of the Artist through the exploration of his styles and techniques and begin to discover that creativity and imagination has no limits as long as you are prepared to take risks.</p>	<p>Topic 5- Street Art</p> <p>Key Question: <i>Graffiti: Art or vandalism?</i></p> <p>Overview: Street Art has developed and evolved hugely from when it first became prevalent in New York City in the 1970s. Now more than ever, Artists choose to display their work out in the open for the public to see at no charge. Why do they do this? What messages are they trying to portray? Is Graffiti and street Art the same thing? Is street art even art or is it just vandalism? Students will study some of these artists and explore the reasons behind their work and find answers to the questions surrounding the trend. They will learn new techniques and focus on developing their own individual style.</p>
	Big ideas: Line, shape and proportion, colour, pattern, space and composition.	Big ideas: Line, shape and proportion, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, colour, pattern, Texture.	Big ideas: Line, tone, shape and proportion, colour, pattern, Texture.	Big ideas: Line, Tone, Shape and proportion, colour, pattern, space and composition.
	Assessment: Exploring Investigating Analysing Evaluating (60 Marks)	Assessment: Exploring Investigating Analysing Evaluating (60 Marks)	Assessment: Exploring Investigating Analysing Evaluating (60 Marks)	Assessment: Exploring Investigating Analysing Evaluating (60 Marks)	Assessment: Exploring Investigating Analysing Evaluating (60 Marks)
	Cycle 7		Cycle 8		Cycle 9

Y e a r 9	<p><u>Topic 1- Day of the Dead</u></p> <p>Key Question: <i>Why is the day of the dead important in Mexican Culture?</i> Overview: Students will explore Mexican culture and the traditions surrounding the 'Day of the Dead' celebrations. Students will experiment with a wide range of materials developing both their practical skills but also their analytical skills. They will refine these skills and begin their preparation for GCSE Art.</p>	<p><u>Topic 2 - Day of the Dead</u></p> <p>Key Question: <i>Why is the day of the dead important in Mexican Culture?</i> Overview: Students will explore Mexican culture and the traditions surrounding the 'Day of the Dead' celebrations. Students will experiment with a wide range of materials developing both their practical skills but also their analytical skills. They will refine these skills and begin their preparation for GCSE Art.</p>	<p><u>Topic 3- Natural Forms</u></p> <p>Key Question: Can Natural forms be inspiring? Overview: Students will begin by being introduced to a selection of artists are inspired by natural forms and the natural world. They will then go on to experiment with a variety of different materials developing their practical ability while exploring ways to present their work creatively. A focus on the refinement of their work will be essential to prepare them for GCSE Art. Lessons will be delivered alongside the GCSE assessment objectives in preparation for GCSE Art.</p>	<p><u>Topic 3- Natural Forms</u></p> <p>Key Question: Can Natural forms be inspiring? Overview: Students will begin by being introduced to a selection of artists are inspired by natural forms and the natural world. They will then go on to experiment with a variety of different materials developing their practical ability while exploring ways to present their work creatively. A focus on the refinement of their work will be essential to prepare them for GCSE Art. Lessons will be delivered alongside the GCSE assessment objectives in preparation for GCSE Art.</p>	<p><u>Topic 5- Food Glorious Food!</u></p> <p>Key Question: How is art and food similar? Overview: Students will explore artists that are inspired by food. They will experiment in their styles and use a variety of different materials to refine their practical skills. There will be a heavy focus of students developing a clear understanding of the assessment objectives and how to provide quality evidence for each. Students will then use their knowledge and understanding developed through the project to produce a three dimensional response to the artist explored.</p>
	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape, form and proportion, texture, colour, pattern, space and composition.
	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:

	Exploring Investigating Analysing Evaluating (60 Marks)	Exploring Investigating Analysing Evaluating (60 Marks)	Exploring Investigating Analysing Evaluating (60 Marks)	Exploring Investigating Analysing Evaluating (60 Marks)	Exploring Investigating Analysing Evaluating (60 Marks)
Y e a r 1 0	Cycle 10		Cycle 11		Cycle 12
	<u>Topic 1 – Popular Culture</u>	<u>Topic 2- Popular Culture</u>	<u>Topic 3- Popular Culture</u>	<u>Topic 4- Identity</u>	<u>Topic 5- Identity</u>
	<p>Key Question: Do we influence popular culture or does Popular culture influence us?</p> <p>Overview: Students will explore Popular culture and how it has shaped the world of Art as we know it today. They will look at Artists from the past and present and see how they used popular culture to influence their audience. Students will have the opportunity to develop a variety of different techniques and refine their use of materials, particularly mixed media.</p>	<p>Key Question: Do we influence popular culture or does Popular culture influence us?</p> <p>Overview: Students will explore Popular culture and how it has shaped the world of Art as we know it today. They will look at Artists from the past and present and see how they used popular culture to influence their audience. Students will have the opportunity to develop a variety of different techniques and refine their use of materials, particularly mixed media.</p>	<p>Key Question: Do we influence popular culture or does Popular culture influence us?</p> <p>Overview: Students will explore Popular culture and how it has shaped the world of Art as we know it today. They will look at Artists from the past and present and see how they used popular culture to influence their audience. Students will have the opportunity to develop a variety of different techniques and refine their use of materials, particularly mixed media.</p>	<p>Key Question: How can you reflect identity in art?</p> <p>Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their findings during the project to reflect their own identity.</p>	<p>Key Question: How can you reflect identity in art?</p> <p>Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their findings during the project to reflect their own identity.</p>
Big ideas:	Big ideas:	Big ideas:	Big ideas:	Big ideas:	

	Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Line, tone, shape and proportion, texture, colour, pattern, space and composition.
	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.
Year 11	Cycle 13		Cycle 14		
	<p><u>Topic 1- Identity</u></p> <p>Key Question: How can you reflect identity in art?</p> <p>Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their</p>	<p><u>Topic 2- Identity</u></p> <p>Key Question: How can you reflect identity in art?</p> <p>Overview: Students will begin this project by looking at artists that express their own emotions, feelings and identity in their work. They will explore the techniques that they use to do this and in turn develop new and existing practical skills. Students will then develop their own personal response to identity and use their</p>	<p><u>Topic 3- Externally Set AQA Exam</u></p> <p>Overview: This project is an externally set task by the exam board. Students are required to choose a starting point and then develop and explore their ideas and findings. They must provide evidence of each assessment and plan to produce a final response to their chosen starting point. This response will then be produced during a 10 hour exam, split over two days.</p>	<p><u>Topic 4- Externally Set AQA Exam</u></p> <p>Overview: This project is an externally set task by the exam board. Students are required to choose a starting point and then develop and explore their ideas and findings. They must provide evidence of each assessment and plan to produce a final response to their chosen starting point. This response will then be produced during a 10 hour exam, split over two days.</p>	

findings during the project to reflect their own identity. Each student will then have their work exhibited in the All Saints Academy Art exhibition.	findings during the project to reflect their own identity. Each student will then have their work exhibited in the All Saints Academy Art exhibition.			
Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	Big ideas: Line, tone, shape and proportion, texture, colour, pattern, space and composition.	
Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	Assessment: AQA Assessment Objectives AO1, AO2, AO3, AO4 Coursework for 60% of final grade.	