

CURRICULUM STATEMENT: ART AND DESIGN

In the Art department we strive to engender an understanding of the visual elements and art appreciation. We encourage creativity and nurture the development of skills and application of technique, underpinned by knowledge. We also aim to help our students see how art, craft and design can be used in the world of work, whether through an art related career or a valuable transferrable skill.

Our subject and approach also builds confidence and self-esteem, with students regularly reflecting on their work, discussing strengths with each other and areas for improvement, sharing these and celebrating progress. This also promotes teamwork and resilience.

Teacher feedback is often verbal. When written, at appropriate points, it aims to highlight strength and question the student on how they can improve specific areas. This relies on planning time into lessons for students to discuss answers with learning partners and respond. The teacher then questioning individuals in a group setting can ensure full understanding and clarify any misconceptions before students write responses and use these to help drive their work forward in future lessons.

Throughout the year groups, teacher demonstrations take place in most lessons, apart from most of sixth form, so that dual coding can take place. If a student has mastered something, it may be appropriate for them to peer teach also, this cements their own learning as well as supporting others. This can take place when students are sharing strengths and targets at the start of a lesson, if there is a match, a great opportunity for learning from each other and building self-esteem.

We explore colour theory in both year 7 and year 8. Students are taught the basics and questioned on prior knowledge (often arriving at EMS with very little experience in Art). As their year 7 project develops, they begin to apply their learning to the creation of their own Animonster plasticine character. They are expected to show their understanding of analogous colour, tints, shades and tones as they mix colour to create tertiary colours using various ratios of each colour.

Further to this, students work to a design brief as young animators, designing and making their own character and then creating the actual animation using stop motion animation on the IPAD. They learn about the work of artist Jon Burgerman and animators Nick Park and Terry Brain and use these as influences in their work. We also touch on the history of animation briefly, with a look at Disney, as well as the more recent John Lewis 'The Bear and the Hare' animated advertisement and how it is made. This, of course, introduces them to the world of work and how a passion for Art can be developed into a career.

Students also create observational drawing of animals from the farm next door to the school, as an artist or designer might do. These animal features are then used in their Animonster design drawings. During the project they explore tone, texture, colour, form and pattern.

As they move into year 8, students follow the theme of 'My World' embarking on a journey in expressing themselves.

Students look at the work of several Black artists including Jean-Michel Basquiat and become expressive painters, inspired by his painting techniques and bold use of motifs and text formed from his experiences of the world. They explore magazine collage in complementary colours linking to contemporary artist Mark Bradford, using this to develop their line drawing of their own initial.

They also discover the work of contemporary Black British artist, Shantell Martin and explore their own memories, journeys or experiences using her influence, in marker pen onto their birthday number.

They include complementary colours in their work, further cementing their knowledge and understanding of colour theory. Their observational drawing skills are also developed further, with more sustained line drawings of their initial of their name, scaled up to A4, using a grid to maintain proportion. They also spend time refining their magazine collage technique, to help create their composition, with Mark Bradford as inspiration.

We also introduce the number work of Jasper Johns for historical context and to support the personal aspect with birth numbers and initials.

Representation is vital and within our cohort are students from a range of cultural backgrounds, including a large proportion of Black students, so this project is relevant to the cultural context in which we work. Again, by looking at (and researching for homework) the work of Basquiat, students see how an artist can make a career and how they can use their own experiences to inspire their work, promoting a sense of reflection on students view of themselves, their experiences and passions.

To enhance this appreciation of their own passions and experiences and set Art, Craft and Design in context further, visual communication is introduced to students through their homework project. They are given the opportunity to pursue open ended creative tasks, which stretch and challenge and introduce them to widening their experience and understanding of our subject and how it enriches our world. Thus, considering links to Graphic Design ideas, further enriching their understanding of visual literacy and careers in Art.

As well as knowledge re colour theory in year 7 and 8, students develop an understanding of how to handle a variety of materials and their properties. In year 7, they learn how to warm up and manipulate plasticine and mould it smoothly into a form of their choosing, thus developing fine motor skills, essential for many career paths. This culminates in working in a team of two to direct and produce a short stop motion animation on an IPAD.

Students explore line drawing in a variety of media and forms in year 8. The fine motor skills and hand/eye co-ordination developed in these activities can be transferred to several occupations, for example, pilot, dentist, surgeon (see attached article from BBC news).

<https://www.bbc.co.uk/news/education-46019429>

They also develop their painting techniques, learning how to create dry brush marks, develop expressive drips and opacity. Students explore colour, tone and composition.

Superb transferrable skills are developed in the art room. An understanding of how transferrable skills gained and developed in the art room can support students later in life with their careers is vital in students appreciating some of the wider benefits of studying art, craft and design.

During year 9, students follow a course titled 'Tools of the Trade', during which they are introduced to a range of artists, materials, techniques and processes in both wet and dry media. They encounter drawing in a more formal sense for the first time, learning how to scale up and maintain proportion and apply light and tone to render form. They develop their understanding of these materials and build their skills with the techniques throughout the course, interleaving their learning

and linking their learning to the work of artists. This course is designed as a foundation course for GCSE, whereby the students will have the opportunity to explore materials and techniques which they will use eventually on their GCSE course, as well as analysing the work of other artists and understanding how to make connections to their work in their own.

Once the full GCSE course has begun towards the end of year 9, students follow a course looking at the work of other artists and using this to influence their own, as an artist would often do. Themes such as 'A Sense of Place' 'Movement in Water' 'Space and Planets' give our students the opportunity to investigate the local environment for source material, as well as applying prior knowledge from mixed media work in year 9 to their explorations. Artists such as Lucian Freud, Gerhard Richter, Fiona Rae, Sarah Morris, Jessica Zoob and Helen Frankenthaler are studied, ensuring students are introduced to the best in both contemporary and past artist work, from both male and female artists. Hand and eye co-ordination continue to be relevant, with students developing highly detailed observational drawings, along with more expressive work. Working to deadlines throughout the course, students develop full commitment, attending art club to ensure they can complete work and not allow a backlog to accumulate. Time management and organisation skills are essential. Art club is a co-curricular offering to support our students during their GCSE especially, helping to enhance their submission by providing space, time, materials and support in a friendly, relaxed, nurturing environment. Younger students do, also, attend sometimes.

Later in year 11, students begin to make more independent decisions and develop their creative ideas further. Students receive their exam paper and have a limited amount of time in which to respond to a starting point, again requiring a high level of time commitment, organisation and creativity.

Also during the GCSE course in year 11, we take our students to London, along with the sixth form. Our visit usually includes both the Tate Britain and Tate Modern Gallery and we ensure they all visit the Turner wing of Tate Britain, to soak up the immense wonder, beauty and brilliance of Turner's majestic oil painting and also delicate sketchbook work. At Tate Britain they will experience the very best of a range of work by British artists over time and at Tate Modern, immerse themselves in work from some of the best artists from around the world in modern times. These visits greatly enhance our students' cultural experience, especially those from disadvantaged backgrounds, who may not otherwise, have such opportunities. A sense of aspiration may be fostered from the inspiration students feel on these days spent at the galleries.

By the time they are in the sixth form, we expect our students to have a strong understanding of visual language and be competent with a range of materials and techniques. They are introduced to oil painting in year 12 and from an initial set of workshops, expand on their learning to create individual responses to the starting point 'Flesh and Bones'. Creativity is embedded within the curriculum and nurtured so that students can not only think creatively, but are confident risk takers and problem solvers and this stands them in good stead for the A Level course as the work becomes ever more personal.