

CURRICULUM STATEMENT: ART, CRAFT 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 build 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. (Our extensive careers display in the Art corridor 'Where will Art lead you' supports this further)

Students also conduct visual research, with observational drawing from images of the farm animals next door to the school, as an artist or designer might do. These animal features, along with others 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**, they are expected to 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 (although still quick) observational drawings of natural forms. They also spend more time refining their drawing technique, to create their design.

Students look at the work of an artist and designer, Yellena James, and become surface pattern designers, inspired by organic Indian mehndi designs and bright colour and decoration, working to this design brief to create either a mehndi tattoo design or wallpaper design (extra challenge). We also introduce the wallpaper designs of William Morris for historical context, alongside contemporary wallpaper design brands such as Timorous Beasties and Cole and Sons.

Representation is vital and within our cohort are students from a range of cultural backgrounds, a good proportion of our students are of Asian origin and there is a large Asian community in Leicester, so this project is relevant to the cultural context in which we work. Again, by looking at the work of James, students see how an artist/illustrator can make a career and how they can use the natural world to inspire their work, promoting a sense of awe and wonder in God's creation.

Through their homework project, they are given the opportunity to pursue open ended creative tasks, which stretch and challenge and widen their experience and understanding of our subject and how it enriches our world.

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, further embedding their experience of the world of work, by working collaboratively in this way.

Students explore drawing in a variety of 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 avoid brush marks, control ink to maintain neat edges and paint with both flat colour and a translucent colour wash. Students explore pattern, line, colour and shape.

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 at the start of year 10, 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' 'Cakes and Sweets/Fabulous Food' 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.

By the time they are developing their externally set assignment, we expect our students to have a strong understanding of visual language and have developed competence with a range of materials and techniques. This supports them in presenting their strengths as they develop Component 2.