

# Henlow Academy Art Curriculum Information

Intent	Implementation	Impact
<p>Art &amp; Textiles is important to helping students develop their confidence, resilience and creativity. To practice Art presents students with the opportunity to learn and develop creative skills and techniques with different materials and processes discovering confidence and channels of self-expression. We study Art to inspire that personal expression, foster curiosity of the world around us and explore our imagination whilst engaging with different cultures, historical events as well as providing opportunities to question, critique and make decisions. Our Art curriculum enables our young people to work independently, work collaboratively, develop resilience, problem solve, manage time and resources whilst strengthening their British and Christian values.</p> <p>Art and textiles enriches students' school experience through developing visual learning and problem solving skills. Thinking visually encourages students to take greater note of the world around them. Students are not restricted to the acquisition of knowledge, words or numbers but are encouraged look at things from different perspectives.</p> <p>Art encourages creativity and observation. Students draw from specific influences, developing keen observation skills and sensitivity. Students use their experiences of the world, culture, visual stimuli and transform them through art. They make new connections and relationships through inventive thinking, expression, recording and evaluating their own creative ideas.</p> <p>Students have the opportunity to express themselves, helping to build confidence and a sense of individual identity. Students explore different ways to express their thoughts and feelings developing both self-expression and the ability to communicate with others. Developing their own artworks through decision making allows students to decide how they choose to present themselves to world around them.</p>	<p>The Art &amp; Textiles journey starts in Year 5 and evolves up to KS4. Students are able to explore a range of subjects by studying Art, Textiles, Food and D&amp;T on a 9-10 week rotation until Year 9 where students can choose to continue to study Art whilst they select their GCSE options. We offer a two year Art &amp; Design GCSE.</p> <p>We aspire to deliver high quality education which promotes a love of learning and develop students' creativity and curiosity. As students progress through the school they develop their creative toolkit through use of media and increasing complexity of skills.</p> <p>There is a focus on literacy, communication and evaluative skills through continuous formative assessment both teacher and student led to assess their own and other's work.</p> <p>Students are able to contribute to the wider school community through extra-curricular opportunities, workshops and competitions.</p>	<p>Throughout the year groups the learning in Art &amp; Textiles strengthens both students' British and Christian values. We promote spiritual, moral, social and cultural development.</p> <p>We provide opportunities for students to develop well-conceived outcomes, where students have a sophisticated realisation of their intentions. We encourage students to aspire to continue their creative journey within the arts to further study. Students will be able to develop an appreciation of Art and Design in contemporary society.</p> <p>The continued reflective practice of the Art department, standardisation of work, lesson observations/ learning walks and data analysis ensures that not only do students succeed in art, but have the skill to develop an appreciation of Art and Design in contemporary society.</p>

# Year 7 Curriculum Plan

	Art	Textiles
Theme	<p><b>Portraiture Cubism</b></p>	<p><b>Aboriginal fashion design and tote bag</b></p>
Key Concepts	<ul style="list-style-type: none"> <li>• Explore a brief history of portraiture. The purpose of portraiture and how time and technology have transformed what this looks like.</li> <li>• Learning to draw an accurate portrait by using guidelines and a photograph.</li> <li>• Develop expressive mark making through use of different mark media including charcoal..</li> <li>• Design a mixed media cubist portrait.</li> <li>• Learn about the Cubist movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Through looking at the history of the Aboriginal people of Australia learning about social injustice.</li> <li>• Recognition of alternative histories and cultures.</li> <li>• Learning to use symbolism.</li> <li>• Develop creativity.</li> <li>• Create a surface pattern.</li> <li>• Explore different textiles techniques including batik, applique, embroidery and construction.</li> <li>• Use sustainable methods to create a tote bag.</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Art history periods and movements</li> <li>• Different styles to art development.</li> <li>• Social, historical and cultural understanding.</li> <li>• Power, Conflict, Identity</li> <li>• Religion / alternative belief systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Art history periods and movements</li> <li>• Sustainability</li> <li>• Different styles to art development.</li> <li>• Social, historical and cultural understanding.</li> <li>• Power, Conflict, Identity</li> <li>• Religion / alternative belief systems.</li> <li>• <b>Careers link - fashion design</b></li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Explore portraiture and cubism together - use the British Museum and V&amp;A gallery websites.</li> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Australian artifacts, animals, history.</li> <li>• Watch 'Rabbit Proof Fence' (movie) and discuss social injustice.</li> <li>• Look at pattern and repeat patterns in daily life eg. fabrics used at home and on clothing, wrapping paper, wallpaper etc.</li> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> </ul>

# Year 8 Curriculum Plan

	Art	Textiles
Theme	<p><b>Architecture</b></p> <p><b>The work of Architects and artists who focus on architecture</b></p> <p><b>Design and build a clay house</b></p>	<p><b>Day of the Dead wall hanging</b></p>
Key Concepts	<ul style="list-style-type: none"> <li>• Analysis of architecture around the world</li> <li>• Explore cultural/social differences affecting design.</li> <li>• Develop drawing skills through creating responses to different artists/architects such as Minty Sainsbury, Gaudi, Cheism</li> <li>• Develop drawing skills, experimentation and creativity through creating a layered architectural cityscape</li> <li>• Develop design a 3D object inspired by a range of stimuli</li> <li>• Make a clay building using the slab technique and templates</li> <li>• Learn how to apply glaze</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring Mexican culture through the Dia de los muertos holiday.</li> <li>• Recognition of alternative histories and cultures.</li> <li>• Using a brief as a starting point for a creative project</li> <li>• Explore a range of textiles techniques including tie dye, batik, silk painting and embroidery</li> <li>• Explore a develop different stitch and applique techniques for additional decoration</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Cultural influences</li> <li>• Freedom of ideas</li> <li>• The rule of law (through health and safety)</li> <li>• Different styles to art development.</li> <li>• Social, historical and cultural understanding.</li> <li>• <b>Careers - explore the career of an architect, travel illustrator and professional artists.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Art history periods and movements</li> <li>• Different styles to art development.</li> <li>• Social, historical and cultural understanding.</li> <li>• Identity</li> <li>• The rule of law (through health and safety)</li> <li>• Religion / alternative belief systems.</li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Encourage keeping a sketchbook and drawing from observation.</li> <li>• Play with 3D modelling materials such as fimo clay, plasticine, play dough.</li> <li>• Explore architecture whilst walking in local or new areas - discuss what you find interesting about different buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> <li>• Watch “The Book of Life” and/or “Coco” so students can explore Mexican visual motifs to apply to their own designs.</li> </ul>

# Year 9 Curriculum Plan

	Autumn	Spring	Summer
Theme	Sweet Life - still life, Pop Art, contemporary art	Curious Creatures - animals, hybrids, experimental art techniques	Powerful portraits - portraiture, street art, developing artwork ideas
Key Concepts	<ul style="list-style-type: none"> <li>• Introduction to art through still life.</li> <li>• Developing accuracy of drawing</li> <li>• Colour theory related to the work of modern artists.</li> <li>• Exploring colour through paint mixing</li> <li>• Contextual studies and use of artistic vocabulary.</li> <li>• Exploring print techniques, specifically through lino printing</li> <li>• Introduction to developing a final artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Recording skill development through textural pencil drawing of animals</li> <li>• Exploring experimental art techniques through collage</li> <li>• Contextual studies and use of artistic vocabulary</li> <li>• Looking at the influence of other cultures on the development of western art</li> <li>• Introduction to monoprinting technique</li> <li>• Developing final piece of artwork through selecting media and creative combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Further developing accuracy and drawing skills through realistic portraiture</li> <li>• Exploring contemporary, expressive artforms through street art</li> <li>• Adding personal connections into creative artwork to develop a meaningful response</li> <li>• Developing ideas from personal research. Experimenting with different techniques.</li> <li>• Refining ideas and creating a final piece.</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>• Time</li> <li>• Art periods and movements</li> <li>• Social class, Identity</li> <li>• Different cultures</li> <li>• <b>Careers link - explore fine art as a career through Sarah Graham, local famous artist</b></li> </ul>	<ul style="list-style-type: none"> <li>• Nature</li> <li>• Art periods and movements</li> <li>• Social class, Identity, Conflict</li> <li>• Different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Identity, Social class</li> <li>• Art periods and movements</li> <li>• Different cultures</li> <li>• Freedom of thought</li> <li>• <b>Careers link - Introduction to photography</b></li> </ul>
Parental Support	<ul style="list-style-type: none"> <li>• Students will be given a bi-weekly homework. Assist them to plan for this and make time for them to do it.</li> <li>• Encourage keeping a sketchbook and drawing from observation.</li> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given a bi-weekly homework. Assist them to plan for this and make time for them to do it.</li> <li>• Encourage keeping a sketchbook and drawing from observation.</li> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given a bi-weekly homework. Assist them to plan for this and make time for them to do it.</li> <li>• Encourage keeping a sketchbook and drawing from observation.</li> <li>• Visit galleries and discuss art</li> <li>• Availability of art materials and encouragement to experiment.</li> </ul>

# Year 10 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Introduction to GCSE Art Natural Forms</b>	<b>Natural Forms clay vessel</b>	<b>Supporting portfolio through workshops</b>	<b>Begin personal journey on a subtheme</b>	<b>Natural Forms personal journey</b>	<b>Natural Forms final piece</b>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>Drawing Skills</li> <li>Investigations</li> <li>Introduction to responding to artists and sources</li> </ul>	<ul style="list-style-type: none"> <li>Studying a range of artists for inspiration</li> <li>Developing ideas</li> <li>Exploring ceramics</li> </ul>	<ul style="list-style-type: none"> <li>Short workshop style project (supporting material)</li> <li>Focus on specific artists - Karl Blossfeldt, Ernst Haekel, Julie Marie, Yellena James, Helen Wells</li> </ul>	<ul style="list-style-type: none"> <li>Mood board</li> <li>Initial ideas</li> <li>Gathering source material and recording</li> <li>Developing ideas through experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Artist responses</li> <li>Continue to develop ideas through experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Subtheme final piece - meaningful personal response</li> <li>Evaluation</li> </ul>
<b>SMSC and British Values</b>	<ul style="list-style-type: none"> <li>Understanding of the world around us through focussing on specific elements of nature.</li> <li>Pupils research the work of famous artists as contextual reference for their own development</li> <li>Pupils review and reflect work</li> <li>Assessment for Learning activities are undertaken, thereby allowing pupils to assess each other's work, considering feelings and empathising with others</li> <li><b>Careers link - pastel pencil workshop with artist Alexandra Smith</b></li> </ul>			<ul style="list-style-type: none"> <li>Independent thinking, experimenting, risk taking and exploring</li> <li>Pupils are encouraged to visit a range of galleries to broaden pupils' cultural experiences</li> <li>Pupils research the work of famous artists as contextual reference for their own development</li> <li>Pupils review and reflect work</li> <li>Assessment for Learning activities are undertaken, thereby allowing pupils to assess each other's work, considering feelings and empathising with others</li> <li><b>Careers - explore art as a career through researching different artists and their practise</b></li> </ul>		
<b>Parental Support</b>	<ul style="list-style-type: none"> <li>Students will be given weekly homeworks which will be set in lesson and on edulink. Assist them to plan and make time and space for them to do it. This will all contribute to their final GCSE grade.</li> <li>Discuss artwork and source materials.</li> <li>Availability of art materials and encouragement to experiment and refine artwork.</li> </ul>			<ul style="list-style-type: none"> <li>Students will receive regular feedback either verbally or written on their feedback log in their books. Remind and encourage students to act on these, keep up to date with coursework and improve work throughout the course.</li> <li>During school breaks or weekends take time to visit galleries and encourage exploration of artwork outside of school.</li> </ul>		

# Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme	Mock ESA	Mock ESA	ESA	ESA	Coursework
Key Concepts	<ul style="list-style-type: none"> <li>Teaching students the process of the ESA</li> <li>Mind mapping and mood board</li> <li>Artist copies and responses</li> <li>Recording</li> </ul>	<ul style="list-style-type: none"> <li>Idea development</li> <li>Plan for final piece</li> <li>Mock 5 hour exam with potential classroom hours to finish and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Mind mapping</li> <li>Initial mood board</li> <li>Artist copies and responses</li> <li>Recording through drawing</li> <li>Initial ideas</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas</li> <li>Experimentation</li> <li>Create plan for 10 hour exam</li> </ul>	<ul style="list-style-type: none"> <li>After the ESA hand in and 10 hour exam students will be able to revisit previous coursework to refine and improve.</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>Understanding of the world around us through focussing on specific themes</li> <li>Pupils research the work of famous artists as contextual reference for their own development</li> <li>Pupils review and reflect work</li> <li>Assessment for Learning activities are undertaken, thereby allowing pupils to assess each other's work, considering feelings and empathising with others</li> <li>Independent thinking, experimenting, risk taking and exploring</li> <li>Pupils are encouraged to visit a range of galleries to broaden pupils' cultural experiences</li> </ul>				
Parental Support	<p>Students will be given weekly homework which will be set in lesson and on Edulink. Assist them to plan and make time and space for them to do it. This will all contribute to their final GCSE grade.</p> <p>Discuss artwork and source materials.</p> <p>Availability of art materials and encouragement to experiment and refine artwork.</p> <p>Students will receive regular feedback either verbally or written on their feedback log in their books. Remind and encourage students to act on these, keep up to date with coursework and improve work throughout the course.</p> <p>During school breaks or weekends take time to visit galleries and encourage exploration of artwork outside of school.</p>				

## Assessment Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Students are summatively assessed at the end of each 9 - 10 week rotation against the assessment framework.					
<b>Year 8</b>	Students are summatively assessed at the end of each 9 - 10 week rotation against the assessment framework.					
<b>Year 9</b>	Students are summatively assessed at the end of the "Sweet Life" project against the three Assessment Areas as outlined in the assessment framework.		Students are summatively assessed at the end of the "Curious Creatures" project against the three Assessment Areas as outlined in the assessment framework.		Students are summatively assessed at the end of the "Powerful Portraits" project against the three Assessment Areas as outlined in the assessment framework.	
<b>Year 10</b>	Students receive formative verbal and/or written feedback allowing them to improve their coursework throughout the GCSE.	Students are marked against the GCSE assessment objectives to track their initial progress in Art.	Students receive formative verbal and/or written feedback allowing them to improve their coursework throughout the GCSE.	Students are marked against the GCSE assessment objectives to track their progress at this stage.	Students receive formative verbal and/or written feedback allowing them to improve their coursework throughout the GCSE.	Students are marked against the GCSE assessment objectives for their sustained project.
<b>Year 11</b>	Students begin a mock ESA and will receive formative verbal and/or written feedback allowing them to improve their coursework.	Students continue their mock ESA project and will sit a mock practical session in exam conditions. This will be marked against the GCSE assessment objectives	Students begin their ESA project.	Students continue on their ESA project.	Students complete the ESA with a 10 hour practical in controlled conditions.  Students may then revisit previous projects.	