

## ESW Art & Design:Subject Curriculum Intent

*“The artist is not a different kind of person, but every person is a different kind of artist” Eric Gill*

### Purpose

Art is the expression or application of creative skill and imagination, typically in a visual form such as drawing, painting or sculpture, producing works to be appreciated primarily for their beauty, emotional power or to communicate a message. Art, Craft & Design plays a vital role in developing curiosity, creativity and self-expression alongside resilience, confidence and critical thinking skills.

### Design

The curriculum is designed to provide breadth and depth, with the content planned to be varied and enjoyable. In Key Stage 3 students are introduced to 9 different threshold concepts that will help students develop a deeper understanding of art:

1. **Mark Making:** Artists observe, make marks & respond to the world around them.
2. **Making Sense:** Artists connect our senses & express ideas & emotions. Artists experiment & take risks.
3. **Art & Culture:** Art & culture go hand in hand. Art is the creative expression of culture, reflecting its customs, beliefs & values
4. **Tradition & Innovation:** Artists’ use traditional methods to create art. They also experiment and rebel against the ‘rules’ to create new ideas.
5. **Art & Craft:** Artists use traditional craft techniques to create work with different forms and functions.
6. **New Perspectives:** Artists, architects & designers use perspective to represent & distort space and to shape the built environment.
7. **Creativity & Careers:** Creatives produce original work on their own and in collaboration. Art inspires design & vice versa.
8. **Self Expression & Symbolism:** Artists use self-expression and symbols to convey identity and ideas.
9. **Art Activism:** Artists and designers use text and images to create work with personal, political or social messages.

In key Stage 4 and 5 students are provided with a structure and inspirational starting points to develop their own ideas and responses, working more independently as they progress towards the end of each Key stage. Experiences will offer opportunities for students to revisit and consolidate key skills in the following disciplines: research and critical reflection, drawing, painting, printmaking and textiles, sculpture and ceramics, mixed-media and photography. These skills are underpinned by developing an awareness and understanding of the formal elements and principles of design.

The content within each scheme of learning ensures that spaced learning is focused around 4 components which are embedded and continuously revisited, providing cumulative knowledge and skills across the key stages. The areas of assessment relate to a learning cycle and provide a schema upon which students learn how to research and develop their ideas, explore and experiment with materials and techniques, record observations and ideas and develop a personal response.

As the curriculum progresses, students are introduced to a wide range of art and artists, including those from different periods and cultures, developing an understanding of how art impacts and enhances societies and our surroundings. Every year, there is a clear progression of skills, which build on prior learning and enable the acquisition and application of skills, processes and techniques with increasing mastery. The impact of our Art and Design curriculum is that it equips students to be creative, reflective and engaged learners.

### Enrichment

We offer a range of extra-curricular provision ranging from clubs and open studios to study visits that enable students to extend their learning outside of the classroom. Specialist workshops provide links to the creative industry and allow students to work alongside practicing artists.

Annual exhibitions are used to celebrate achievement and creativity showcase the value of art and design.

*“You can’t use up creativity. The more you use, the more you have.” Maya Angelou*