



Curriculum Rationale 2020-21 Art, Photography and Art Textiles.

1. The vision for Art, Photography and Art Textiles.

Art and design embodies creativity. Its teaching instils in students an appreciation of aesthetics and an awareness of how creativity depends on technical mastery. We aim to provide opportunities to practice and develop skills required to respond to the world around them creatively and expressively. Through photography, drawing, painting and sculpture, students create images and objects, demonstrating understanding and sharing knowledge, while producing visually exciting works of art. Our students learn about the achievements of great artists and designers, and take inspiration from their example.

We aim to provide students a varied and enjoyable art education, using a range of skills in a variety of contexts. Through exploring and sharing these ideas, students develop confidence and independence in learning. This is essential in becoming successful learners, enjoying learning, making progress and achieving.

2. Headlines measures for 2017- 2019:

| ART, CRAFT and DESIGN Measure | 2017 | 2018 | 2019 |
|--------------------------------------|-------------|-------------|-------------|
| Percentage of students achieving 4+ | 86.7% | 94.4% | 97.7 % |
| Percentage of students achieving 5+ | N/A | 85.2% | 93% |
| Percentage of students achieving 7+ | 33.3% | 46.3% | 48.8% |
| PHOTOGRAPHY Measure | 2017 | 2018 | 2019 |
| Percentage of students achieving 4+ | N/A | 84.6% | 96.7% |
| Percentage of students achieving 5+ | N/A | 84.6% | 93.3% |
| Percentage of students achieving 7+ | N/A | 23.1% | 53.3% |
| ART TEXTILES Measure | 2017 | 2018 | 2019 |
| Percentage of students achieving 4+ | N/A | N/A | N/A |
| Percentage of students achieving 5+ | N/A | N/A | N/A |
| Percentage of students achieving 7+ | N/A | N/A | N/A |

3. Curriculum coverage

The National Curriculum encourages pupils to develop their creativity and ideas and increase proficiency in execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. The long term planning below shows how our art department strives to provide this content including the recommendations to teach about the following:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Many of our extended projects cover topics in great depth and may well last a whole term. Within the schemes we deliver, there is a diverse range of activities including coverage of the areas outlined above. A term-by-term plan below shows the order in which the pupils investigate the themes we have employed to structure coverage of the curriculum.

| ART | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------|---|--|--|--|---|
| Autumn Term 1 | <p>Topic: Diagnostic Drawing Activities</p> <p>Knowledge: Understanding a range of approaches to drawing.</p> <p>Skills: Drawing from memory, primary and secondary sources. Basic drawing techniques.</p> | <p>Topic: African Art and Culture</p> <p>Knowledge: Learning about aspects of African Art, African People, Animals, Clothing and Culture. Ndebele houses, sculpture, patterns and jewellery. Kente cloths. Contemporary African Art. Knowledge of printing techniques. Knowledge of how traditional African culture feeds in contemporary western culture. Inspiration from African designs in designing.</p> <p>Skills: Observational drawing, negative space drawing, texture and mark making, rendering and blending, pencil techniques, painted patterns, brush control, lino printing, colour pencil work, fine liner.</p> | <p>Topic: Core Drawing</p> <p>Knowledge: The pupils are required to deepen their knowledge and understanding of different approaches to drawing.</p> <p>They draw a diverse range of subjects from natural forms such as skulls and bones to machine parts requiring the pupils to understand ellipses and geometric forms.</p> <p>Skills: In this unit, the students are required to focus on improving the proficiency and handling of drawing materials. They make in depth investigations into drawing techniques. Including drawing from primary and secondary observation, mark making, tonal studies, recreating textures and surfaces, and drawing positive and negative space. They also use photography as a method of recording images of their subjects and as a starting point for drawn work.</p> | <p>Topic: Portraiture</p> <p>Knowledge: Learning about the historical and contemporary context of portraiture. The students are encouraged to use themselves and their friends and family as starting point for a creative exploration. They learn about a range of artists who have explored the theme such as Van Gogh, Warhol, Picasso, Nicole Florian, Hattie Stewart and Tristan Eaton. The students also choose 12 artists to investigate independently.</p> <p>Skills: Students learn portraiture techniques employing proportion, photography, projection, gridding methods. Encouraged to investigate different media. Specific focus on developing skills in gouache paints and using collage to develop ideas.</p> | <p>Topic: Past Exam Paper Project</p> <p>Knowledge: Following the assessment of their mock exam work, the students study a theme chosen from a past exam paper. Their ability to choose a theme for themselves is important as they direct their own investigations within a guided framework. They gain knowledge of their chosen theme, related artists and techniques used to explore the subject.</p> <p>Skills: Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing, painting and making skills. Investigation and experimentation. Modification and development of ideas.</p> |
| Autumn Term 2 | <p>Topic: Bugs and Insects</p> <p>Knowledge: Learning about bugs and insects. Responding creatively as a source material. Developing designs for own insects.</p> <p>Skills: Drawing, colouring, rendering and blending, painting, mixing paint colours, blending paints, adding detail such as highlights and shadows. 3D model making from recycled materials.</p> | | | | |

| ART | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Spring Term 1 | <p>Topic: Comics and Super heroes.</p> <p>Knowledge: Learn about the culture of comic books and superheroes and villains. Consider nature of good and evil, strengths and weaknesses, and the development of characters and themes. Learn about illustration and presentation techniques. Develop own characters and storylines.</p> | <p>Topic: Graphics and Lettering</p> <p>Knowledge: Learn about graphic techniques and using lettering as a starting point for artistic endeavour. Learn about graffiti art and culture, pop artists Robert Indiana and Jasper Johns, and Andy Warhol. Look at food packaging and techniques used in promotion.</p> <p>Skills: Graffiti Lettering techniques, drop shadows, serifs, positive and negative space, rendering and blending techniques, 3D lettering drawing, 3D model making of letters.</p> | <p>Topic: Fantasy Creatures and Landscapes. Investigation and recording of ideas.</p> <p>Knowledge: Learning about geometric shapes and 3D forms, skulls and bones and anatomy, natural forms, manmade, and machine parts, watch workings, animals, reptiles and sea creatures, textures and marking making. Landscapes techniques. Minerals and crystals.</p> | <p>Topic: Portraiture continued.</p> <p>Knowledge: Students continue to develop knowledge on the theme of portraiture deepening their investigations and developing ideas of their own for a final piece.</p> <p>Skills: Planning and preparing a final piece. Working on larger scale, projection, drawing, painting and making skills.</p> | <p>Topic: Year 11 Exam</p> <p>Knowledge: Students investigate one of 7 themes from the exam paper. Self-directed investigations of a chosen theme fulfilling the GCSE assessment objectives. They learn about a range of artists, social, cultural and contextual links. Explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> |
| Spring Term 2 | <p>Look at the work of associated artists and designers. E.g. Jack Kirby, Steve Ditko, and Roy Lichtenstein.</p> <p>Skills: Illustration skills, drawing the human figure, drawing action poses, fine liner, inking in, colouring, using sources to develop an idea.</p> | | <p>Moral and ethical issues surrounding endangered species.</p> <p>A range of artists covered includes HR Giger, Andy Council, Fantastic Beasts illustrations, Albrecht Durer, Audrey Flack, Ernst Haeckel, Enrique Gomez De Molina, Jason Limon, and Skinner.</p> <p>Skills: Drawing from primary and secondary resources, Drawing from imagination. Drawing from description. Shading, blending and rendering. Stick and ink drawing. Inverse drawing - white on black. Painting techniques. Gouache, pastel drawing, Collage. Ink washes.</p> <p>Model making. Wire and tissue. Ceramic techniques. Artist research and analysis techniques. Annotation.</p> | <p>Topic: Mock Exam – Investigation and recording ideas</p> <p>Knowledge: Students investigate a chosen theme and produce a self-directed project within a given framework.</p> <p>Students learn how to investigate a theme fulfilling the GCSE assessment objectives. They learn about a range of artists, social, cultural and contextual links. They explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas.</p> | <p>The students self-assess making improvements and amendments where necessary. They design and produce a final piece, bringing together the best of their ideas as a formal response to the brief.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing and painting skills, and application of skills developed throughout the course.</p> |

| ART | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Summer Term 1 | <p>Topic: Landscape</p> <p>Knowledge: Learn about different landscapes with a particular focus on the local environment. Gain knowledge about local areas and techniques to record visually. Learn about relevant artists such as Hockney, Van Gogh and Cezanne</p> <p>Skills: Watercolour painting, mark making, washes, detail painting, observational drawing, texture and pattern, exaggerated colour schemes.</p> | <p>Topic: Gaudi and Hundertwasser Organic Architecture</p> <p>Knowledge: Study drawings, paintings and buildings by Gaudi and Hundertwasser. Develop understanding of collage techniques. Look at relationships between organic natural forms and design.</p> <p>Skills: Drawing, painting, blending colours, washes, 3D model making, collage, clay work.</p> | <p>Topic: Optical Art</p> <p>Knowledge: In this topic, the students learn about geometry and pattern making. They research related artists and designers and investigate ways to produce optical art effects. Artists include Bridget Riley and Victor Vasarely among others.</p> <p>Skills: Measuring, drawing with rulers, practice using compasses, pattern making, rotations and reflections.</p> | <p>Topic: Mock Exam – Development of personal responses and final outcomes. Includes 5hour timed assessment.</p> <p>Knowledge: Students continue to investigate their chosen theme and produce a self-directed project within a given framework.</p> <p>They continue to investigate a theme fulfilling the GCSE assessment objectives. They begin to use their knowledge of</p> | <p>Coursework revisited to make improvements before submission deadline mid-May.</p> <p>The students are encouraged to review their portfolio of work. Following assessments, they are required to target areas of weakness concerning their fulfilment of the assessment objectives. They are also encouraged to produce personal work, using this opportunity to create artwork more independently.</p> |
| Summer Term 2 | | | <p>Topic: Optical Art</p> <p>Knowledge: In this topic, the students learn about geometry and pattern making. They research related artists and designers and investigate ways to produce optical art effects. Artists include Bridget Riley and Victor Vasarely among others.</p> <p>Skills: Measuring, drawing with rulers, practice using compasses, pattern making, rotations and reflections.</p> | <p>a range of artists, social, cultural and contextual links. They explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Development of a final outcome.</p> | <p>Students have finished the course.</p> |

| Photography | Year 10 | Year 11 |
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| Autumn Term 1 | <p>Topic: Portraiture</p> <p>Knowledge: Learning about the historical and contemporary context of portraiture. The students are encouraged to use themselves and their friends and family as starting point for a creative exploration.</p> <p>Artists researched and analysed include Wes Naman, Ferdinando Scianna, Hattie Stewart, Janette Beckman, Prince Gyasi, Lichtenstein, Jasper James, Antonio Mora, Gilbert and George and Brno Del Zou.</p> <p>Skills: Photographic techniques explored include formal portraits, front facing and profile, landscape format and the dominant eye technique, focal length and distortion, picception using mobile phones and print outs, distortion and manipulation, different light sources, coloured lighting, projection photography, group shots, candid portraits, selfies, self-portraits, reflections, photographing shadows, displacement through water and glass, negative space photography, and low key portraits.</p> <p>Editing techniques include threshold and cut out filter, drawing over photographs, photo fit, and front facing profile illusion, text and image layers and layer styles.</p> | <p>Topic: Mock Exam</p> <p>Knowledge: Students investigate one of 7 themes from the most recent exam paper. Much of their learning is self-directed depending upon their chosen theme.</p> <p>Students learn how to investigate a theme fulfilling the GCSE assessment objectives. They will learn about a range of artists, social, cultural and contextual links. They will explore a range of photographic and editing techniques, recording ideas and presenting their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of techniques, themes and editing, self-evaluation, presentation techniques, creative exploration of themes and ideas, photographic and lighting techniques.</p> |
| Autumn Term 2 | <p>Topic: Surrealism</p> <p>Knowledge: The student investigate the theme of Surrealism and its cultural context. Surreal concepts they explore include: Dislocation, surreal scale, surreal doorways and openings, surreal shadows and reflections, trompe l’oeil, hybrids and mixed up textures, contrast photography, trick photography, forced perspective, illusions, and surreal combinations.</p> <p>They analyse and respond photography to the work of Rene Magritte, Tommy Ingberg, and Stephen McMennamy.</p> | <p>Topic: Light and Movement</p> <p>Knowledge There is a strong cross-curricular link with science in this project. Much of the work involved investigations into the effect of light, movement and even sound. The students will gain knowledge of the following:</p> <ul style="list-style-type: none"> • Fast and Slow shutter speed photography • Water balloon burst photography • Photographing water splashes. • Ink and water droplet photography • Photographing smoke • Photographing soap bubbles |

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| | <p>Skills: The project is heavily Photoshop skills focused and covers a great breadth of editing techniques. Notably including layer masks, layer styles, transforming, selection techniques, and combining layers.</p> | <ul style="list-style-type: none">• Photographing paint dancing on a bass speaker• Smoke and light beams• Chronophotography – Strobe photography• Light painting• Sequence photography• The artists Gjon Mili, Picasso, Andreas Feininger, Harold Edgerton, Shinichi Maruyama, Etienne Jules Marey and Eadweard Muybridge.• Zoom blurs and motion blur• Adding dynamics in Photoshop.• Layer styles and adjustment layers |
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| Photography | Year 10 | Year 11 |
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| Spring Term 1 | <p>Topic: Surrealism</p> <p>Knowledge: The student investigate the theme of Surrealism and its cultural context. Surreal concepts they explore include: Dislocation, surreal scale, surreal doorways and openings, surreal shadows and reflections, trompe l’oeil, hybrids and mixed up textures, contrast photography, trick photography, forced perspective, illusions, and surreal combinations.</p> <p>They analyse and respond photography to the work of Rene Magritte, Tommy Ingberg, and Stephen McMennamy.</p> <p>Skills: The project is heavily Photoshop skills focused and covers a great breadth of editing techniques. Notably including layer masks, layer styles, transforming, selection techniques, and combining layers.</p> | <p>Topic: Light and Movement</p> <p>Knowledge There is a strong cross-curricular link with science in this project. Much of the work involved investigations into the effect of light, movement and even sound. The students will gain knowledge of the following:</p> <ul style="list-style-type: none"> • Fast and Slow shutter speed photography • Water balloon burst photography • Photographing water splashes. • Ink and water droplet photography • Photographing smoke • Photographing soap bubbles • Photographing paint dancing on a bass speaker • Smoke and light beams • Chronophotography – Strobe photography • Light painting • Sequence photography • The artists Gjon Mili, Picasso, Andreas Feininger, Harold Edgerton, Shinichi Maruyama, Etienne Jules Marey and Eadweard Muybridge. • Zoom blurs and motion blur • Adding dynamics in Photoshop. • Layer styles and adjustment layers |
| Spring Term 2 | <p>Topic: Mock Exam</p> <p>Knowledge: Students investigate one of 7 themes from the most recent exam paper. Much of their learning is self-directed depending upon their chosen theme.</p> <p>Students learn how to investigate a theme fulfilling the GCSE assessment objectives. They will learn about a range of artists, social, cultural and contextual links. They will explore a range of photographic and editing techniques, recording ideas and presenting their artwork in a personal and meaningful way.</p> | <p>Topic: Coursework revisited to make improvements by the deadline mid-May.</p> <p>Knowledge: Following the assessment of their work, students revisit their coursework making improvements and amendments where necessary.</p> <p>Skills: Self-assessment and evaluation, refinement and moderation, presentation skills, application of photographing and editing skills developed throughout the course.</p> |

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| | <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of techniques, themes and editing, self-evaluation, presentation techniques, creative exploration of themes and ideas, photographic and lighting techniques.</p> | <p>Students that have finished all of their coursework to a high standard are encouraged to explore their own themes and work independently, self-directed, applying knowledge and skills acquired throughout the course.</p> |
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| Photography | Year 10 | Year 11 |
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| Summer Term 1 | <p>Topic: Mock Exam</p> <p>Knowledge: Students investigate one of 7 themes from the most recent exam paper. Much of their learning is self-directed depending upon their chosen theme.</p> <p>Students learn how to investigate a theme fulfilling the GCSE assessment objectives. They will learn about a range of artists, social, cultural and contextual links. They will explore a range of photographic and editing techniques, recording ideas and presenting their artwork in a personal and meaningful way.</p> | <p>Topic: Coursework revisited to make improvements by the deadline mid-May.</p> <p>Knowledge: Following the assessment of their work, students revisit their coursework making improvements and amendments where necessary.</p> <p>Skills: Self-assessment and evaluation, refinement and moderation, presentation skills, application of photographing and editing skills developed throughout the course.</p> |
| Summer Term 2 | <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of techniques, themes and editing, self-evaluation, presentation techniques, creative exploration of themes and ideas, photographic and lighting techniques.</p> | <p>Students that have finished all of their coursework to a high standard are encouraged to explore their own themes and work independently, self-directed, applying knowledge and skills acquired throughout the course.</p> |

| Year 7 | |
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| | Textiles at KS3 is taught through the Art Specification but is included in the D/T rotation. Students experience each discipline of D/T through 12 week rotations. |
| Textiles | <p>Topic: Textiles: Under the Microscope</p> <p>Knowledge: Students are introduced to the theme of the project in which they look at nature, magnified. Links to biomimicry (designing from nature). Students create observed sketches of viruses, bacteria and plant cells, practicing mark-making techniques whilst using a range of media. Introduction to Textiles, Safety in the Workshop. Students learn about Fibres and fabrics, specifically the sources of natural/man-made fibres. Students are introduced to the textile techniques of hand embroidery, felting and applique. Students will look at practicing artists, gaining knowledge of their work and chosen careers. From this they will gain an understanding of the techniques the artists use in their work and incorporate similar techniques into their own final designs and outcomes.</p> <p>Skills: Fine and gross motor skills through the use of tools and equipment, hand embroidery techniques, felting and applique.</p> |

| Year 8 | |
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| Textiles | <p>Topic: Textiles: Identity (Self Portrait Cushion Cover)</p> <p>Knowledge: Students will investigate the theme of 'identity' looking at their 'self' to aid their understanding of the aspects of the theme (family, social connections, hobbies, personality, personal preferences). Students will develop their knowledge of sketching techniques by experimenting with a range of media and art styles (realism, abstract). Students will develop their knowledge of textiles skills and workshop safety through using the sewing machine. They will also have the opportunity to develop their knowledge of Textile techniques through practicing applique, free machine embroidery, fabric printing through Sublimation and more advanced hand embroidery/embellishment techniques. In the development of their final outcome the students will learn how to create a CAD design using Adobe Illustrator. They will also gain knowledge of how to construct a textiles product through lay planning and pattern cutting.</p> <p>Skills: Sewing machine, tools and equipment , Textile Techniques (applique, sublimation printing, free machine embroidery, hand embroidery, embellishments), CAD design (Illustrator), lay planning, pattern cutting, construction techniques (textiles)</p> |

Year 9

Textiles Project 1

Topic: Textiles: Cultural Bag

Knowledge: Students will be given the theme of the project 'culture' and explore it further through the production of a mindmap and image board. Students will focus on 'Textiles throughout the world' and gain an understanding of production and decorative techniques used by different cultures. Students will then learn how the colouring of fabric is produced, in both, industrial and classroom (domestic) settings. Students will also be given the opportunity to identify the local Textiles trade and link this to potential careers in this industry (Wooltex, Huddersfield). Students will explore dyeing methods using procion and natural dyes. They will then experiment with traditional dyeing methods from around the world (shibori, batik). Students will then use this knowledge of dyeing and decorative techniques to design a final outcome of a messenger bag. Students will learn about practicing artists who incorporate the theme of 'culture' into their own work. The students will gain knowledge of BAME artists and artists who incorporate political messages through their work. Students will explore other textiles decorative techniques,(stencilling, block printing, foiling, embellishment) before incorporating this understanding into the production of their final outcome. They will then develop their understanding of pattern production, lay planning, product construction and use of the sewing machine through the production of their final piece.

Skills: dyeing fibres/yarns/fabrics, knowledge of dyeing processes, creating samples of shibori dyeing and batik, stencilling onto fabric, block printing and foil transfer, Pattern cutting, pattern markings, sewing machines

Textiles Project 2

Topic: Textiles: Nature

Knowledge: Students will explore making a number of textiles pieces based on the theme of 'Texture in Nature'. Students are introduced to the theme and explore a range of practical activities. Introduce them to a range of different weights, textures and densities of fabrics, yarns and threads. Students use their collage and mixed media experiments to inspire fabric/textile samples/studies, experimenting with processes such as hand and/or machine stitching and dyes and fabric manipulation. Introduce students to the creation of texture in the work of practitioners such as Jeanette Appleton, Jan Beaney, Rachel Quarmbly and Kim Thittichai. Students make connections with their own practice and may use their findings to develop new methods of working or find new media with which to experiment. Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation. Students review their work and consider a selection of possible outcomes through the development of a Textiles Panel. They also start to consider how their findings can be interpreted into a fashion based outcome. Students increase their knowledge of Artist/designers through researching chosen fashion designers such as Christian Dior, John Galliano, Matthew Williamson, Rei Kawakubo, Issey Miyake and Christian Lacroix. They produce samples of the designers work and show their understanding of their work through detailed annotation of these. They develop their ideas further in response to this research through more focussed fashion drawing and painting techniques (fineliner sketching, inks and paper modelling). Students will make their skirt/shorts designs concentrating on developing their knowledge of Layplanning, cutting fabrics and stages of making. They will show the continual evaluation and analysis of their ideas and processes through annotation in their sketchbooks

Skills: : They explore techniques such as applique, tie-dye, fabric painting, Tyvek, batik, image transfer and continue to develop techniques such as free machine embroidery, hand embroidery and embellishment. They create their own samples to reflect their understanding of texture and surface quality. In

drawing they experiment with Colour washes, pencil drawing skills, watercolour painting, collage and fashion illustration. They develop their skills further in garment production, exploring pleats, ruching, applying zips, heat manipulation, seams, darts, hems, facings.

| Art Textiles | Year 10 | Year 11 |
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| Autumn Term 1 | <p>Topic: Sustained Project Component 1 (Mock) Birds and Feathers</p> <p>Knowledge: Students will initially research the topic and produce a mind map of the title which will then define further research routes. Students will be introduced to a selection of textiles to experiment with and research artists who have been inspired by the topic and surface qualities, textural effects or techniques (Nanda Gajawarala, Nicola Henley, Alexander McQueen, Julie French, Mr Finch, Karen Franzen). Students will do an analysis of two artists, evaluate their work and produce samples of their pieces to inform their own journey. Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. Visual responses are supported by descriptive and analytical notes or written annotation.</p> | <p>Topic: Sustained Project Component 1 Carnival</p> <p>Knowledge: Students will continue to develop a final outcome for this project. Students review their work and consider a selection of possible outcomes informed by their discoveries and experiments. They use the understanding they have gained through their recent studies to produce a series of visual illustrations and/or working drawings of their ideas. These depict different viewpoints and detailed key features. They experiment with paper pattern making, scale drawings of compositions or use multiple prints/ photocopies of pattern images to help suggest possible responses or intentions.</p> <p>Skills: They experiment with paper pattern making, scale drawings of compositions or use multiple prints/ photocopies of pattern images to help suggest possible responses or intentions. They investigate how they could illustrate ideas through fashion design, creating accessories,</p> |

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| | <p>Students use digital cameras to view and record textures and surfaces and further develop, edit or manipulate their observations using appropriate digital means.</p> <p>Skills: Sketching with a variety of media (pencils, biro's, pastels, wire) watercolour painting, decorative techniques (applique with free machine embroidery, layering techniques, brusho, fabric dying, hand embroidery, Sublimation, laser cutting) research skills, annotation.</p> <p>Cultural Capital: Anatomy of a feather, sketching techniques (hatching, scribbling etc) – keywords</p> | <p>interior decoration or artefacts. They could explore costume design or sculptural pieces.</p> |
| <p>Autumn Term 2</p> | <p>Topic: Component 1 Birds and Feathers continued</p> <p>Knowledge: Students review their work and consider a selection of possible outcomes informed by their discoveries and experiments. They use the understanding they have gained through their recent studies to produce a series of visual illustrations and/or working drawings of their ideas. These depict different viewpoints and detailed key features. They experiment with paper pattern making, scale drawings of compositions or use multiple prints/ photocopies of pattern images to help suggest possible responses or intentions. Students will develop their final piece towards the end of the term</p> <p>Skills: Decoration Techniques: Tyvek, markel markers, stencilling, Trapunto quilting, Shibori dying, Stitch and Slash. They experiment with paper pattern making, scale drawings of compositions or use multiple</p> | <p>Topic: Sustained project Component 1 Architecture (Print)</p> <p>Knowledge: Students will initially research the topic and produce a mind map of the title which will then define further research routes. In this project the students will be developing their knowledge of CAD designing so will be exploring the capabilities of Adobe Illustrator. They use the understanding they have gained through previous studies but build on their learning to produce a series of visual illustrations and/or working drawings of their ideas. These depict different viewpoints and detailed key features. They will identify working artists who inspire and inform their own working practices. Through experimentation of CAD printing and textile decorative techniques (image transfer, sublimation, screen printing) they will develop a final outcome</p> |

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| | <p>prints/ photocopies of pattern images to help suggest possible responses or intentions. They investigate how they could illustrate ideas through fashion design, creating accessories, interior decoration or artefacts. They could explore costume design or sculptural pieces.</p> <p>Cultural Capital: Knit and Stitch show – looking at artists work, galleries, shows, taking part in workshops, visiting stalls of producers Students will produce focussed pages in their sketchbooks displaying their findings from the Knit and Stitch show. Image board and focus on two artists (annotation, sketching, samples)</p> | <p>Skills: Sketching with a variety of media (pencils, biro's, pastels, wire) watercolour painting, CAD Designing using Adobe Illustrator. Printing techniques (image transfer, Sublimation, screen printing) Stencilling (laser cutter) decorative techniques, research skills, annotation.</p> <p>Cultural Capital: Knit and Stitch show – looking at artists work, galleries, shows, taking part in workshops, visiting stalls of producers Students will produce focussed pages in their sketchbooks displaying their findings from the Knit and Stitch show. Image board and focus on two artists (annotation, sketching, samples)</p> |
| <p>Spring Term 1</p> | <p>Topic: Continuation of Birds and Feathers</p> <p>Knowledge: Students will be developing their final piece and making. Students will be developing their independent journey's, investigating the making techniques they are to incorporate into their final piece.</p> <p>Skills: Construction and decoration techniques. Producing a final piece to the best of their abilities. Presentation techniques.</p> <p>Cultural Capital: Univ of Hudds visit. Weaving workshop. Understanding of educational progression</p> | <p>Topic: Sustained project Component 1 Architecture (Print)</p> <p>Knowledge: Students will be developing their final piece and making. Students will be developing their independent journey's, investigating the making techniques they are to incorporate into their final piece.</p> <p>Skills: They experiment with paper pattern making, scale drawings of compositions or use multiple prints/ photocopies of pattern images to help suggest possible responses or intentions. They investigate how they could illustrate ideas through fashion design (CAD), creating accessories, interior decoration or artefacts. They could explore costume design or sculptural pieces.</p> |
| <p>Spring</p> | <p>Topic: Component 2</p> | <p>Topic: Theme for exam (Component 2)</p> |

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| <p>Term 2</p> | <p>Knowledge: Self- directed project in preparation for exam Students must respond to one of seven starting points provided on the paper.</p> <p>Skills: Decoration Techniques, Construction techniques, tools and equipment, pattern drafting, garment construction</p> | <p>Knowledge: Students will decide on their given theme, selected from AQA guidance. Students will then research the theme and artists associated with chosen theme. The resulting research will then inform their final exam piece</p> <p>Skills: drawing, textiles decoration</p> |
| <p>Summer Term 1</p> | <p>Topic: Component 2 Knowledge: Self- directed project in preparation for exam Students must respond to one of seven starting points provided on the paper.</p> <p>Skills: Decoration Techniques, Construction techniques, tools and equipment, pattern drafting, garment construction</p> | <p>Topic: Theme for exam (Component 2)</p> <p>Knowledge: Students will decide on their given theme, selected from AQA guidance. Students will then research the theme and artists associated with chosen theme. The resulting research will then inform their final exam piece</p> <p>Skills: drawing, textiles decoration</p> |
| <p>Summer Term 2</p> | <p>Topic: Sustained Project Component 1 Carnival</p> <p>Knowledge: Students will initially research the topic and produce a mind map of the title which will then define further research routes. Students will be introduced to a selection of textiles to experiment with and research artists (of their own finding) who have been inspired by the topic and by, surface qualities, textural effects or techniques. Students identify, observe and record examples of specific textures/forms in their local environment through drawing and/or other appropriate means. They make first hand studies of key features or close-up viewpoints, using appropriate media and techniques. They produce their own primary and secondary research to observe</p> | |

from. They may research into historical sources to inform their responses.

Visual responses are supported by descriptive and analytical notes or written annotation. Students use digital cameras to view and record textures and surfaces and further develop, edit or manipulate their observations using appropriate digital means.

Skills: drawing, painting, decorative techniques, research skills, annotation

Cultural Capital: Visiting artist: knitting / crochet

4. Curriculum rationale

i. KS3 unit order rationale - sequencings (why we have chosen this order for delivering the course):

The order of the schemes of work at Key Stage 3 gradually builds on and revisits a range of essential art skills. In the initial stages of Year 7, all students respond to initial drawing tasks that while introducing and revisiting techniques, are used to diagnostically, to identify areas of strength and weakness in students' understanding. Each of our schemes then build on drawing, shading, colouring, painting and blending techniques in the order in which they are encountered. We have chosen topics that we feel are relevant and of interest to most students. Throughout, we introduce the work of different artists to inspire them. We also encourage the pupils to produce work that is relevant to them and their interests, drawing on their own experiences and culture. The overarching aim of this delivery is to prepare students for the study of Art and Design at GCSE level.

ii. KS3 unit priority rationale (what is your justification for how you have allocated the curriculum time to a particular unit – why is it important and what does it bring?):

Following the baseline testing at the start of year 7 we have allocated a term per scheme throughout year 7, 8 and 9. In this way, we feel that the students are able to investigate a theme in sufficient depth whilst maintaining the students' interest. Within each project, they explore a range of techniques to record observations, use a range of media, increase their proficiency in handling of materials, analyse and evaluate the work of other artists and designers, and learn about the history of art, craft and design. Each project should at least in part fulfil all of the criteria outlined by the national curriculum.

iii. KS4 optional offer (as appropriate – why are you running these particular courses?):

The three courses we offer are AQA - GCSE Art and Design, AQA - GCSE Art- Photography and AQA – GCSE Art Textiles. The reason for these options are as follows:

GCSE Art and Design – This is a broad course offering the widest possible areas of research and creative responses. The students have an opportunity to develop their skills in a variety of media and experience both 2D and 3D techniques. This is well suited to students that enjoy a larger variety and wish to discover a broader experience. We use AQA because they have always been supportive and offer excellent standardisation and examination materials.

GCSE Photography – This course is specialized. It focuses solely on photography and lens based media. The students have an opportunity to develop their skills in a wide range of photographic techniques and explore editing and presentation software. This is well suited to students that are interested in photographic media. One highly valued reason for providing this course is that it is very popular and is something many of the students want to do. Again, AQA have always been supportive and offer excellent standardisation and examination materials, so they were the clear choice for exam board.

GCSE Art Textiles – This is a third art option for students at GCSE. It is well suited to students that like to explore the nature of materials, enjoy investigation and enjoy trying a range of techniques. It provides excellent preparation for a career in the visual arts. Many art students want to go on to higher education in related subjects such as crafts, printing, surface design and fashion. Art Textiles is ideal for students who enjoy practical work such as drawing and designing and physically making things alongside a freedom of expression. This is a new course this year, and has already proved to be a very popular choice. We decided to introduce the AQA Art Textiles course due to student feedback from the D&T course. Traditionally students who have opted for Textiles have done so as it has allowed them to develop their skills in garment construction and fabric decoration. They have been able to respond to previously flexible contexts, moulding these to their own

independently driven structures. We felt that new D&T GCSE course limited aesthetic creativity in which our students traditionally excel. The Art Textiles course gives our students the freedom to develop their skills in fabric manipulation, garment construction and technique knowledge. It also feeds directly into the AQA Art Textiles A level offered at New College.

iv. **KS4 order and priority rationale:**

Much like the KS3 courses, we deliver the SOW in a sequence that adds to and develops existing skills and understanding, with increasing difficulty and independence. We begin with basic skills to ensure all students have a secure foundation on which to build further. For example, the Art and Art textiles students start the course with drawn studies of simple geometric forms and observational drawing of simple natural such as shells, feathers and animal skulls. In photography, the students begin with a general introduction to photography as a subject, its cultural context and controlling the functions of the camera. They learn about the exposure triangle and consider depth of field and focal length. Year 10 is all about developing this subject base. We aim to hand over the responsibility of driving the work to the students as the course progresses, whereby, with guidance, they become much more independent and self-directed. Year 11 is all about completion of coursework and the exam whereby within a framework, the students apply the knowledge they have gained throughout the course with independence.

v. **Spiritual, Moral, Social and Cultural development:**

Please refer to the SMSC tracker for full details on SMSC. A brief description of some examples follows:

Superheroes and Villains. Students consider the role and nature of superheroes and villains, and why, popular culture, good usually triumphs. Includes a lot of group work, sharing and cooperating working in teams. Comics and Pop culture.

African Art. Explore the theme of Africa. Studying and responding to another culture can enrich our understanding of the world and our own culture. Develop drawing techniques, representing tone and texture in response to photographs of African people, objects and animals. Practice rendering and pencil techniques. Study African patterns and practice painting techniques. Use the theme of African Animals and patterns to produce lino print.

Fantasy Creatures - Enrique Gomez De Molina. Students consider the work of Artist Enrique Gomez De Molina and consider its moral and ethical issues. The main issues stem from his use of illegally imported and rare species in taxidermy. Students discuss how people may have a range of views of the acceptability of working in this way.

Fantasy Creatures Project. Pupils explore the theme of Fantasy Creatures and Fantasy landscapes. They begin by drawing directly from the world around them. Later they explore the theme of animals and research relevant artists. Towards the end of the project, they combine their influences in creating something new and imaginative. They are encouraged throughout to discuss each other's work and help each other to develop, giving advice and critique.

Portraiture – Photography. The students use a variety of photographic and editing techniques to explore the theme of portraiture. They make connections with a range of artists and photographers. In photography, much of the practical activity is group work. This is particularly important in this project where the students are each other's subjects. They consider moral and ethical implications of distortions of subject's faces in response to the work of Wes Naman. The students explore the theme of emotions and body language.

Portraiture - Drawing and Painting Project. The students are encouraged to use themselves, their friends and family as the starting point for a very personal project on portraiture. They explore self-portraiture, emotions and mood, as well a cultural references. They research a diverse range of portrait artists from many different cultural backgrounds.

Lettering Project. Pupils explore graphics and illustration techniques to explore their own ideas and interests imaginatively. They explore works with themes including emotions and illustrating descriptive words. They also produce work in response to that of existing artists from graffiti and street art and the Pop art movement as well as looking at product design.

Out of Place Surrealism – Photography. The students explore the theme of Surrealism and its cultural context. They are encouraged to make the project their own by bringing to it, their own personal interest and ideas. They are encouraged to use surreal techniques to explore ways of communicating emotions and moods, eliciting humour and exploring the strange. They often work in groups participating as both subject and photographer. When analysing artists work they consider the ideas and concepts behind the work, analysing it in terms of Content, Form, Process and Mood.

Insects - Create A Creature. Pupils use imagination in creating their own insect. They take inspiration from the features of existing insects in designing something new, unusual and individual.

Textiles Yr7 Under the microscope – Looks at Biomimicry (bio-design – future developments in technology. Also looks at viruses (Covid-19) Discussion on type of virus (safety, social responsibility, health, hygiene)

Textiles Yr8 – Identity - Self-Portrait cushion – Students are asked to discuss ‘Identity’ as an idea. Looking at what is ‘Self’, what makes us ‘US’, leading discussion into gender, family, social perception, social relationships)

Textiles Yr9 – Nature – Students explore a range of decorative Textiles techniques through the theme of Nature. Students develop their awareness of processes from around the world, which also have definite cultural styles associated with them. Students develop their skills through independent trialling of the techniques. Successes are realised, described and reinforced and failures are critiqued positively through peer feedback in discussion tasks. Students research Artists some of which use recycled materials in their work.

Textiles Yr9 – Cultural Bag – Students explore a range of artefacts/patterns from a range of different cultures. Research will encompass traditions and meanings of pattern/decorations within customs within those cultures. Students will research BAME textile artists and artists whose work involves current political messages (Grenfell tower). Strong involvement in Careers. Students are made aware of industrial processes which happen in local cloth manufacturers. Yr9 PP students visited Wooltex to see operations happen in real time. Students are given lesson on careers in the Textiles industry.

Textiles Yr10 – Birds and Feathers – Students use peer feedback and WAGOLL examples to develop their own skills in decorative techniques. Students are introduced to a range of artists/designers: Mr Finch who creates fantastical work, some based on folklore, which is reminiscent of taxidermy pieces (social, ethical issues) from recycled materials. Alexander McQueen, another artist, uses birds (nests, eggs, taxidermy and print) and feathers in a large number of his designs. Students are encouraged to discuss the ethics behind the use of these materials/imagery. Students also look at Victorian printing plates of Birds some of which are now extinct (social, ethical issues)

Textiles Y10 – Mock exam - Students will independently develop these themes, some of which will require a very personal response, focussing on personal experiences, family, friends, political commentary.

Textiles Yr11 – Carnival – Students will be shown imagery associated with the theme ‘Carnival’. This will be a mixture of past work of artists and historical imagery. Discussion will cover topic of Travellers and Gypsies as a specific culture. Students will independently develop these themes, some of which will require a very personal response (memories), focussing on personal experiences, family, friends.

Textiles Yr 11 – Architecture – Students will investigate architecture, looking at shape/form/space/decoration to develop patterns (repeat/symmetry/random/repeated). Students will gain an understanding of architectural styles through history from around the world (cultures/religions) and

an appreciation of the use of materials in the creation of structures. Students will lead their own investigations, developing and annotating ideas resulting in a final response.

Textiles Yr 11 Exam - Students will choose a context set by the awarding body and independently develop these themes, some of which will require a very personal response, focussing on personal experiences, family, friends, political commentary. Students will develop a portfolio of work which explores the theme through drawing, sampling and developing ideas. This will result in an outcome produced in a controlled, timed environment.

vi. [Fundamental \(British\) Values for our students:](#)

Action: Complete SMSC tracker for your subject Summary required here.

The Rule of Law

- Year 8 – Graffiti Art. Pupils explore the theme of graffiti art and street art and consider the legal implications of this type of work.
- Year 10 and 11 respond to the work of street artists such as the anonymous Banksy, Shephard Fairey, and mural artist Tristan Eaton. They consider the legality of producing street art versus the artists’ right to express themselves.
- Year 7 – Superheroes. The students consider themes of good and bad, and often use law breaking as a plot within their storyboards.
- Street Photography – The students consider the legal rights to take photographs in public places and where they stand in terms of photographing members of the public. They need to be aware that taking photographs in some areas is restricted and even illegal, for example in banks, in tube stations and in amusement arcades.

Democracy

- The pupils often choose to study the artist Shephard Fairy as a part of a self-directed current affairs themed project called in the News. They look at his contribution to the Obama election campaign and recreate works with a similar theme to meet their own requirements.
- As part of their self-directed work, pupils often explore political and world issues. For example, in the past they have investigated themes such as propaganda posters and equal rights campaigns.

Individual Liberty

- Through self-directed work, students often explore themes on the subject of individual expression, identity and lifestyle choices.
- Exam themes investigated include fashion, contemporary culture, body art, self-mutilation, piercings and tattoos, sexual orientation, gender stereotypes, freedom of expression, religion, and body image among many others.
- Freedom of expression highlighted through the variety of artwork to which the students are exposed. Notable examples include Picasso’s Guernica and Edvard Munch’s Scream, Tracy Emin’s bed and Grayson Perrys’s tapestries among many others.

Mutual Respect and Tolerance

- In photography the students do a lot Group work. This is necessary, as there is a range of roles to fulfil in taking photographs. Students may be the subject, be behind the lens, holding a lighting rig, or be responsible for arranging objects to photograph. This group work teaches the students tolerance and mutual respect. They must work together with a shared goal.

- Through portraiture in photography and in art, the students explore self-image. They work closely with pupils from a range of different social and cultural backgrounds, with different appearances. They show a great amount of respect for each other and help each other to build confidence in their own image.
- The students often explore the theme of identity alongside mental health. Through the portraiture project and the Surreal photography project when looking at the artist Tommy Ingberg, they consider how outward appearances can differ from emotional well-being beneath the surface.
- Students often explore themes of equal rights, feminism and gender stereotypes in self-directed work.
- In the year 8 Africa project, the students engage with culture and experiences outside of their own. They consider historical and contemporary African society.

vii. [The concept of cultural capital and how we continuously aim to close the gap for our most disadvantaged students:](#)

Strategies include:

- Providing art kits to Pupils Premium students. Includes a folder, paints and brushes, pencils and other materials required to complete the course successfully.
- Providing drop in coursework catch up at lunchtime and after school that will benefit students that are unable to make artwork at home.
- Opportunity to attend a trip to London, visiting a gallery, attending musical and theatrical performances, and a backstage tour of the National Theatre.
- Workshops from visiting artists specifically targeting PP students.
- Work experience University placement students often work closely with the PP students.
- Through discussion about art and the introduction of a broad range of cultural themes, we aim to provide all students, including those that are disadvantaged, with the cultural awareness and command of language to hold their own in educated and cultured social situations. We achieve this through a commitment to using keywords when discussing art and art techniques, and through the introduction of key art concepts such as portraiture, landscape, and still, as well as a range of movements including Pop art, Post Impressionism, Cubism, Surrealism, Dada and Expressionism among many others. We provide the students the opportunity to visit the National Gallery. They are familiarised with the concept of an art exhibition, witnessing our annual year 11 GCSE showcase. We regularly talk to the students about artists, their approach to art, their processes, mood, content, and context, and we ask the students to engage with artworks in this way to inform their own work.
- Knit and Stitch Show – students get to see artists work, visit galleries, talk to artists, get involved in workshops, purchase resources. Museum/gallery visit to organised for Easter 2020
- Weaving/felting/crochet and knitting workshops organised for 2020.
- Woven Festival in collaboration with University of Huddersfield. Yr 10 visit to the Technical Textiles dept at Univ. of Hudds, lectures with leading practitioners in Textiles Industry. Edu4tex programme in collaboration with The Textiles Centre of Excellence and Textiles Industry. PP students selected to work with Woolltex to develop SOW and eventual products to be used in school. Insight into future careers in the Textiles Industry.
- Yr 10 students attend HNC fashion show. Yr 10 students visit end of year exhibitions at Univ of Hudds. Leeds gallery visit to be organised for Yr 10 students in 2021.
- Yr 10 visit to Hudds Uni to experience a weaving workshop put on by lectures at the university

viii. [Cross curricular opportunities to develop literacy \(including vocabulary development\) and numeracy:](#)

Literacy is embedded within the courses we deliver, particularly in years 9 -11. Written responses are required of the students through the annotation of their own work and analysis of the work of artists and photographers. We use writing frames, provide sentence starters and provide keywords and phrases. Our subject is a platform from which to develop literacy skills in the description of artwork in terms of content, form, process and mood, and through analysis and evaluation of

the students own work. In the year 8 lettering, project the students use words as a starting point for illustration. These use alliteration to create unexpected and surreal scenes. They illustrate descriptive words, think of synonyms and associated words when creating doodle words, and through graffiti art, they consider the shapes of letters. In the photography portraits project the students create images of each other with written quotes over their faces in a range of editing styles.

Numeracy is present in the form of measuring, counting, and fractions as part of the presentation of work. We consider the proportions of the face and divide it up accordingly. We use a grid method to enlarge proportions of an image, utilising measurement and accurate line drawing. We apply geometry, reflection and rotation on producing Op art patterns with year 9. Numeracy is present in photography when referring to camera settings such as f stops, shutters speed and ISO. Also when considering composition, for example the rule of thirds and symmetry. Editing relies on numeracy in calculations about image and canvass size, brush sizes, percentages of opacity, and numerical values of feathered edges among others. In creating patterns, the students often utilise reflection, rotation, symmetry and geometric distortions, such as rectangular to polar.

ix. [Careers - Where can art, photography and textiles take you?](#)

Studying art, photography and textiles can lead to many exciting and interesting career opportunities, some of which are specialist, others may simply be looking for creativity. Some of the more specialist careers included are graphic designer, architect, animator, makeup artist, sign writer, web designer, exhibition designer, interior and spatial designer, illustrator, artist, digital marketer, teacher, set designer, picture framer, press photographer, advertising director, film editor, magazine editor, TV camera operator, wedding photographer, sports photographer, clothing and textile technologist, colour technologist, fashion designer, textile designer, printmaker, fashion photographer, and stylist among many others.

In the department, we display information about career paths and discuss these opportunities in the context of lessons. We often discuss the work of contemporary artists, designers and photographers, currently making a living from related fields.

Our textiles specialist currently working with the representatives from the local textile industry. She has attended meetings with them is in the process of arranging student visits and work with the local industry.

In 2019 Yr8 students were involved in the Design Challenge where visiting Graphic Designers and Brand Developers, The Engine Room headed up the challenge to design innovative products. The challenge was introduced through a presentation by The Engine Room which detailed 'Creative' career paths to Year 8's, broadening their knowledge of possible careers through creative subjects.

Through the Knit and Stitch show students can see the work produced by practicing Textile Artists and the processes they work through.

Connections with Huddersfield New College – workshops led by A Level students. SNHS students get the chance to see the next stage of education and the possible paths they can take. HNC Fashion show trip – Students can view the pieces HNC students create at A Level.

Woven Festival – Yr8 students got the chance to work with local artists to develop a garment which they created and wore in a Fashion Show held at the Univ of Hudds

Yr10 trip to Univ of Hudds – Students got to see exhibitions of Degree work and visited the Technical Textiles dept to see the possible careers involving Textiles and science. Visited lectures in the theatres at Univ. of Hudds (Professors of the Textiles dept, World class Tailors from Saville Row, London)

Edu4tex programme in collaboration with The Textiles Centre of Excellence and Textiles Industry. PP students selected to work with Wooltex to develop SOW and eventual products to be used in school. Insight into future careers in the Textiles Industry. The Edu4Tex programme also works with schools to develop SOW with a focus on available careers in the Textiles Industry – Gatsby Benchmarks.

Yr 9 SOW now includes dyeing processes and insight into production of fabrics at Wooltex, Huddersfield. Career opportunities demonstrated to students through Powerpoint. Fibres/Yarn/fabric used in SOW all donated by Wooltex. Links to be re-established with Wooltex to offer visits to Yr9 students.

We host placement University students annually who are encouraged to discuss their work courses and career progression with our students.

Students on the London trip visit see first-hand the workshops and artists working on stage and set design, and props for the National Theatre.

We have had visiting artists and professionals come in to deliver presentations and workshops. This includes a professional printer, a graphic artist who worked with the students on designs for the blue tunnel, and a photographer for the Huddersfield Examiner.

In photography, we draw attention to the relationships between the techniques we are exploring and their context in the wider world. Product photography, advertising, portrait and wedding photography, and photojournalism are some examples of this.

We also encourage students to attend taster sessions for year 9 art and photography students to visit HNC art and design department and Netherhall creative media school. Students are able to see the colleges current exhibitions of graduating students work and do sample lessons in fields they may to study.

x. [Knowledge acquisition – how are you making it stick and what knowledge is prioritised in your curriculum?](#)

The knowledge acquisition that we prioritise overall is that relating directly to skills and techniques. We practice and build on a set of techniques that are invaluable to the study of art, photography and textiles. Drawing from direct observation is highly valued, as a way of recording and understanding what we see first, and is a skill that is transferable to so many areas of art. Drawing is the starting point of all art projects. In photography, the knowledge prioritised relates to controlling the functions of the camera and solid, useful Photoshop techniques. These priorities as with drawing in art, are made stick through repetition, practice, and encountering through many different approaches. The same skills and techniques are covered many times in different guises, as part of a range of projects throughout the whole experience.

In textiles students build on their skills using sewing machines. Sewing techniques, both hand and machine begin in Year 8. Sewing Machine (threading, maintenance and keywords) and Hand stitching are taught as soon as possible in the SOW. Basic stitches and operations of the machine are intrinsic to pupils' future success within the subject. Machine threading is taught initially in stages through demonstrations and repeated videos that take the students through the process stage-by-stage. Students learn through independently threading machines up and then with peer support. Students' retention of knowledge is then tested through class competitions. In further lessons, retention is tested again through practical lessons and more able students are given the responsibility of Peer teaching through being given 'Expert' status. Hand stitching (construction and decoration) are both taught from Year 8 onwards and revisited in all other years with more technical stitches being introduced in Year 9.

xi. [What teaching styles do you promote to ensure it sticks?](#)

The teaching styles we employ are varied. We often deliver the same information in several different ways to account for students' varied learning preferences. Practical activities begin with a visual presentation. A display of bigger picture alongside good and bad examples of the task from previous students. The students listen to the teacher and discuss with them the work displayed. A demonstration of the activity follows, whereby the teacher performs the activity, sometimes in

stages, to simplify processes into easy steps. The most significant area of knowledge acquisition is then with the students. They learn kinaesthetically and tacitly by completing the task for themselves. Throughout the task, they will come up against different problems and challenges. They should aim to respond to these proactively and try to overcome them by using initiative and through trial and error. The teacher provides continuous formative feedback and constructive criticism, and answers the students' questions as the work progresses. Peer assessment draws attention to areas of good practice and redirects the students. The work is assessed and students are provided with feedback regarding their successes and areas for improvement. They are then encouraged to go back to work, adding to it and improving it, following up on any suggestion made in formal assessment.

Supporting students with specific learning needs (SEND)

In our department, we are fortunate to have flexibility to cater schemes of work to meet pupils' individual needs. Although we begin with a solid and established scheme, we have the freedom to differentiate tasks and can provide a more personalised approach to themes. We are able to provide a bespoke curriculum to meet a student's individual needs. In the vast majority of cases, this involves no major or drastic changes, but the challenges can be subtly altered, making the work more accessible or more suited a student's individual strengths. Much of our constructive criticism and feedback is one to one and tailored accordingly to provide all students the opportunity to perform at their personal best. We also provide printed guides and PowerPoint tutorials, differentiated word lists and question sheets, exam guides, and provide individual demonstrations. From our results analysis it can be seen that SEND pupils often out perform their target grade in art.

Reading for Pleasure

- Students are encouraged to read as part of their research into artists and art movements. We often make use of art books and refer students to the library for reference.
- 'Telling Stories' has always proved to be a popular self-directed theme in KS4 whereby pupils illustrate parts of some of their favourite novels and children's books such as Alice In Wonderland.
- Within the year 7 super hero project, the students are encouraged to refer to graphic novels and comics. They illustrate comic covers.
- The fantasy creature project promotes an interest in fantasy books, drawing directly the 'Fantastic Beasts and Where to Find Them' series.