



Art & Design Curriculum

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Why Art, Craft and Design matters

AS THE SIGN ON THE ART ROOM DOOR STATES
'EVERYONE'S AN ARTIST'.

"Within the context of the curriculum, Art, Craft and Design gives unique experiences and opportunities to children and young people that can be taken forward into careers within the creative, cultural, heritage and digital media industries. The subject develops creative and expressive lifelong skills that are applicable everywhere, from home and leisure to work." (NSEAD)

Alongside practical and technical art, craft and design skills, students at Blanche Nevile School are encouraged to develop key skills of vocabulary (BSL and English), visual communication, problem solving, resilience, self-regulation, independence, creative risk taking and collaboration.

Many students at Blanche Nevile School opt to study Art, Craft or Design at Key Stage 4. Many have then choose to continue their studies through further and higher education courses within creative fields. Through our 'BNS Art & Design Role Models', we celebrate and highlight opportunities of the subject for further study and the purpose and usefulness of art and design education. Our aim is to make learning inclusive, enjoyable and meaningful.

The belief that everyone can be an artist, craftworker or designer is at the core of our teaching at Blanche Nevile School.

At Key Stage 3

Curriculum

Following the National Curriculum Art & Design Purpose of Study and advised by the NSEAD**, the Blanche Nevile Art, Craft & Design curriculum provides students with a breadth of experiences, including the opportunity to develop visual literacy and awareness and appreciation of the core Art Elements. The building of skills, stamina and motivation through participation and experience is paramount. The aim is for students to enjoy learning and to have confidence in their own abilities.

Students build skills, knowledge and understanding in various strands of Art, Craft & Design, including but not exclusively: drawing, painting, graphic design, photography, printing, ceramics and architecture.

- Students also study Product and Textile Design through the KS3 Design & Technology programme of study* and Computing and multi-media C.A.D. skills through the ICT programme of study*, and they can be involved in Art & Design and STEAM enrichment events and activities or national competitions as part of their study.
- Explicit teaching of process is integral to students building confidence to enable them to experiment, learn, create and take risks. Exposure to art, craft and design works, artists, craftworkers and designers is integral to students' KS3 experience, awareness and understanding and this is woven into topics. Visual and tactile stimuli, contemporary and classical, cultural and historical sources are embedded into projects; serving to spark student's curiosity and inspire their own practice.

Assessment

Initial baseline assessment on entry to the programme results in individual target setting in line with our school's assessment tool of B Squared Progression Steps, followed by a continual dialogue of formative assessment, feedback and discussion. Assessment is followed by planning and reviewing to embed, extend, recap; dependent on student need.

Students are not constrained by learning pathways in KS3 Art, Craft and Design. Students continually surprise year on year with what can be a sudden emergence of a particular interest, or blossoming in a particular skill or aspiration that inspires them to follow a particular KS4 pathway or endorsement.

At Key Stage 3

Skills

- Core skills are baselined and then taught at Year 7, building experience of media, awareness of visual elements, understanding of expectation of aspiration.
- At Year 8 core skills are revisited and extended, adding depth and building understanding, proficiency and confidence through challenge, analysis and formative feedback.
- Year 9 aims to develop and stretch students further, to develop stamina, to introduce more challenging techniques and concepts with longer projects that prepare students for further study at KS4 should they opt to continue study.

All students have individual artbooks. Sketchbooks document a visual timeline of learning that students refer back to throughout the year, and at the beginning of the following year. Staff input into sketchbooks as appropriate: considered, constructive; explicitly providing feedback, clarification and demonstration, visually or written, alongside 1:1 signed or verbal interaction during lessons. Sketchbooks provide a dialogue between students and staff, questions, discussions and developments can be posed and documented.

Language

Language is core to the curriculum at Blanche Nevile School and this is reflected across all subjects. The development of personally building a bank of key BSL signs and English words is paramount for each student. Students build individual levels of vocabulary, specific to their own needs and experiences. As with each topic being presented adaptively to suit the needs of each student, so with the use of and expectation of signed and written language for Art and Design. Students learn how this vocabulary of keywords can be used within their sketchbooks through annotation: utilising tools appropriate for purpose of 'successful writing for art and design' ie. title / caption, labelling, listing, notes, observation reflections, introducing, observing, mind mapping, analysing, evaluating and formatting' (NSEAD)

At Key Stage 4

The department offers a range of Key Stage 4 experiences within the disciplines of Art, Craft and Design. Options are set out annually to meet student need and aspiration. Students can opt to continue their studies through a range of Key Stage 4 courses: AQA Unit Award Scheme, WJEC Entry Creative, Media and Performance Arts, AQA GCSE Art, Craft & Design, AQA GCSE Graphic Communication. Each course content is tailored to meet the interests and requirements of each cohort.

- All students studying Art, Craft, & Design subjects leave school with nationally recognised accreditation.
- Students applying for further and higher Art & Design related education are supported in course selection, portfolio preparation and application.
- All Art & Design students are invited to show their work in the Year 11 BNS Art & Design Exhibition, during June each year. This can be a student's first taste of presenting their work and hosting their own exhibition, a rite of passage as a year 11 Leaver and a life milestone in their time at the school.
- At Year 11, GCSE students are provided with at least one occasion where they can work independently for an extended period to experience exam type duration. Here, students are provided with space, time, materials and equipment that they may not have access to outside school.
- Dependent on individual or cohort circumstance; timetabled lessons / school clubs / may be adapted to include one session where KS4 independent work can be undertaken, in place of homework expectations - if homework is unattainable due to personal circumstances.
- To compliment this, the school provides all materials and equipment during lessons. Items can be borrowed for home use as needed.

KS4 Pathways

ART & DESIGN

01

AQA GCSE

Art &
Design:
Art, Craft,
Design

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

Students must explore and create work associated with areas of study from at least two titles:

Fine art / Graphic communication / Textile design / Three-dimensional design / Photography

Component 1 (Coursework) : must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of art, craft and design.

Component 2 (Exam) : must show evidence of areas of study drawn from one or more of the titles.

Assessment is both coursework and exam based.

02

AQA GCSE Art &
Design: Graphic
Communication

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below: Communication graphics, Design for print, Advertising and branding, Illustration, Package design, Typography, Multi-media, Motion graphics, Signage, Exhibition graphics

Assessment is both coursework and exam based.

03

WJEC Entry
2: Creative
Media and
Performance
Arts

Students study units of Art and Design disciplines selected from: Painting and Drawing, Ceramics, Three Dimensional Design, Photography, Graphic Design.

These units aim to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes. Assessment is coursework based

04

AQA Unit
Award

Achievements are formally recognised with a certification. Units are can be offered at various levels from Pre-Entry Level to Entry Level 3. Students can undertake a range of units of work suited to their own interests and aspiration.

Assessment is coursework based.

