

SUBJECT

Subject overview:

Art & Design lessons allow students the opportunity to explore a broad range of traditional and new media (as well as other sensory experiences) in order to develop confidence, competence and imagination when communicating their thoughts and feelings.

These lessons allow students to learn how to think and act as artists/craftspeople, working creatively and intelligently with the skills they have fostered throughout the curriculum in order to visually express a wide range of personal responses and design solutions. Students will be taught how to appropriately reflect on their own and other's work, using relevant art vocabulary to help critically analyse and evaluate the artwork(s) they are exploring.

Through these lessons it is the aim that students will leave The Gillford Centre with an appreciation for Art & Design and its role in the creative and cultural industries that shape and enrich our lives.

KS3:

In Key Stage 3 students are introduced to a wide range of practical skills including: drawing, painting, 3D modelling, printing and ceramics (amongst many others). Students are encouraged to make mistakes in Art & Design lessons as a way of exploring the abilities and limitations of the media(s) they are investigating. By giving students a safe and nurturing space to explore without limits it allows them to build resilience and confidence in their own abilities when faced with a brief/ design problem. An important skill which is transferable across many aspects of life (both in and out of the curriculum). Throughout their explorations students are expected to demonstrate their knowledge and understanding by recording their observations in sketchbooks and journals. Development and confidence in these areas provide the fundamental building blocks of Art & Design during Year 7 and Year 8.

During Key Stage 3 students will learn how artists employ different tactics in order to represent ideas, beliefs and values in new and exciting ways for audiences to engage with. Spiritual, moral, social and cultural development is promoted throughout the KS3 Art & Design curriculum by researching the work of a wide range of artists and cultures throughout time. Students will explore the intentions of the artist at the time of the artwork(s) creation, as well as developing a critical awareness of how the intention may have changed when viewed through the lens of modern day society. This reflective ability gains momentum in Year 9 where students are expected to apply these concepts to their own and other's work; using them as a springboard for their own individual projects.

KS4:

Throughout Key Stage 4 students are encouraged to take bigger risks, personalize their pathways, and justify their reasonings for their choices throughout. This builds on the skills and confidence gained throughout Key Stage 3 and should not be seen as a new approach, but rather a chance to link to prior experiences in a more individual and personal way. The increased focus on individual responses is showcased through a range of sustained projects and briefs; where students are challenged to increase the sophistication of their art practice. This could take the form of extending the scale of work - creating pieces that exist beyond the pages of a sketchbook, or through communicating their thoughts and ideas in imaginative new approaches not yet explored.

During Year 10 students will be working toward a Level 1 NCFE qualification in Creative Craft, here they will engage with a sustained project that still has teacher led elements to it. Students will be given a pathway through the project and benchmarks in which to achieve; however the content and approach to the brief is down to the individual student. The level of chosen subject matter within these personalised projects prepares students adequately for the Level 2 qualification undertaken during Year 11.

Here students will be given free reign over their sustained projects, having been given a small range of starting points/briefs provided by the teacher. Students have the freedom to stretch their creative wings and work to their own interests and tastes knowing that they have a safety net below them should they need reassurance or encouragement at any point. There is also an increased emphasis on reflective practice during Year 11, with opportunities for individual and collaborative feedback throughout. This allows students to gain a degree of critical distance from their work, allowing the chance for students to become more aware of how their intentions are being realised; or how they may need to be further developed to get their perspective across more effectively.



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