Art and Design Curriculum Rationale 2022-23

The Art and Design curriculum at Our Lady and St Philomena’s encourages our pupils to do as professional artists do – translate their feelings, emotions, opinions and observations of the world around them in works of creativity in the form of paintings, drawings, collages, printing, sketching, photography, digital media and craft & design.

Curriculum Intent

Whilst promoting creativity, we also want to instil the concept that art and design can find solutions to problems, and be practical as well as creative. This will encourage our pupils to be resilient and independent in their approach to Art and Design.

We use Art to stimulate discussion and critical thinking skills. Pupils’ communication skills are improved through Art and Design lessons. We advance the concept that a good artist must be curious as well as creative. To be a good designer you must have good problem-solving skills. To complete the units of work pupils will be required to work as individuals and part of a team. We also encourage pupils to research famous Artists and different cultures, styles and trends.

Pupils are offered the opportunity to join an extra-curricular Art and Design Club to independently use the skills that they gain in lessons in an environment that allows them to apply what they have learnt in class.

Curriculum Implementation

The Art and Design Curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject.

We introduce our pupils to Artistic concepts and skills in EYFS, most noticeably through the following areas of learning: Physical Development; and Expressive Arts and Design. The curriculum is sequenced so that pupils build on previous knowledge and learn that Art and Design can take many forms of expression using a wide variety of materials and forms. They begin with artistic activities that are within their grasp of attempting (basic line & mark making, manipulating malleable materials and converting 2D ideas to 3D outcomes) and move on to artistic skills that require ever progressive fine-tuned skills that involve collage, drawing, printing, painting, digital artistry, textiles, sculpting and (digital) photography. The sequence not only introduces and develops artistic skills but also develops the pupils’ subject knowledge and cultural capital by the research undertaken at the beginning of each topic on a given artist(s). Teachers ensure progression through repetition of key skills, knowledge, vocabulary and continuous revisiting of concepts and knowledge to embed key learning and subject knowledge. Pupils are also encouraged to see Art and Design as a way of expressing emotions and ideas by researching the motives of famous artists. The specific skills that our Art and Design curriculum is aimed at encouraging, and that progress is measured against, are:

* The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality.
* The ability to communicate fluently in visual and tactile form.
* The ability to draw confidently and adventurously from observation, memory and imagination.
* The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media. An impressive knowledge and understanding of other artists, craft makers and designers.
* The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Independence, initiative and originality, which they can use to develop their creativity, are promoted.
* The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected. The ability to reflect on, analyse and critically evaluate their own work and that of others.
* A passion for and a commitment to the subject.

Curriculum Impact

Formative Assessment is carried out by a combination of “walking the class” during lessons to address misconceptions early, end of topic quizzes, knowledge organisers, (age appropriate) extended writing or any other way of capturing what a child has learnt and can remember from their curriculum. Assessment is undertaken to ascertain subject knowledge, skills, understanding of artistic concepts and recall of information to measure whether a pupils is ready to progress, needs support to progress or to identify barriers that are preventing students from making progress. Assessment doesn’t just test a pupil’s substantive knowledge, but gauges their disciplinary knowledge.

There are also progress statements for the subject for teachers to refer to that are set out in the form of a ladder matched to year group expectations so that teachers can easily identify what pupils need to achieve to move to the next step.

We want our pupils to set themselves very high aspirations and constantly remind them of the further education and career prospects that are open to them if they succeed in this subject.

People who have studied Art & Design at further education often find a career in the following areas of employment:

* **Artists:** in a variety of media, including painting, [photography](https://successatschool.org/advicedetails/150/60-Second-Interview:-Food-Photographer), print-making and pencil drawing.
* **Graphic designers**  Create visuals using type, image and graphic forms in order to communicate a specific message to audiences
* **Craft designers:** Include silversmiths, potters, [instrument makers](https://successatschool.org/advicedetails/627/60-Second-Interview:-Instrument-maker) and weavers
* **Product designers:**Use artistic and technical skills to create products that look good but also perform a practical function.
* **User experience designers (UX):**Focus on user satisfaction by improving the usability and accessibility of a particular product, such as an app or website.
* **Motion graphic designers:**Use graphic design, animation and live action filming to create short sequences, for instance on TV, music videos and games.
* **Fashion designers:**Create new clothing and accessories for brands and design houses.
* **Interior designers:** Design inside spaces such as shops, offices, museums and hotels.
* **Animation:**There are a wide range of roles available within animation. You could work in the film, games or TV industry, using different techniques, including 3D computer graphics, 2D drawn and stop frame to bring ideas to life.
* [**Illustrators**](https://successatschool.org/advicedetails/374/60-Second-Interview:-Illustrator)**:** Use their skills to tell stories and create different styles and moods, from bringing a character in a children’s storybook to life, to creating seasonal greetings cards. Illustrators can also specialise in technical and scientific drawing for reference books.
* **Art auctioneers:** Sell art, on behalf of someone, to competitive bidders.
* **Gallery and museum curators:** Put together collections of art or artefacts to inspire and educate people.
* **Front end designers:**Use code to design websites, apps and games.