

The Art Curriculum

The Art curriculum at Tupton Hall School is designed to engage, inspire and challenge pupils, equipping them with the knowledge, skills and confidence to experiment, invent and create their own works of art, craft and design. It builds on prior art knowledge whilst regularly revisiting key knowledge, skills and processes. Each key stage prepares students to continue their art practice at the next level, whether that is at GCSE, A-Level or beyond, or as a leisure activity and is designed to foster an enjoyment and appreciation of art and the skills and knowledge it requires. We develop interest in the wider world through contextual themes and through the study of a diverse range of artists, craftspeople and designers. We develop resilience through a cycle of experimentation, making mistakes, evaluating and improving work. Our key emphasis is on developing proficiency in observational drawing.

We have used the National curriculum, NSEAD progress objectives, and the GCSE and A-level specifications to inform our curriculum planning and design.

At KS3 projects have been designed to give students a broad range of experiences and cover a range of skills for each year group to ensure consistency and continuity in learning. Key concepts are revisited to develop higher proficiency in drawing skills with a variety of media. Students have the opportunity to experience a wide range of 2D and 3D work including drawing and painting, printmaking, mixed media, photography, ICT, and ceramics. Significant emphasis is placed on developing observational drawing skills and wherever possible students are asked to draw stimulating objects to inspire and motivate them. Alongside practical skills students are introduced to a diverse range of artists and designers that are used to develop students' knowledge of a wider range of approaches. Students are expected to use these techniques and approaches practically in their own work.

At KS4 and KS5 we encourage personal themes which promotes engagement and ownership of work alongside independence. Students choose a guided personalised theme to develop a body of work and have an increasingly personal choice about direction and choice of media and subject matter in their work. Students are encouraged to explore and experiment with diverse materials and techniques whilst developing the fundamental drawing and photography skills that are necessary to produce work to a high standard. Students are introduced to artists, materials and techniques appropriate to the development of their individual projects. Teaching is very personalised and students have individual tutorials to review, develop and improve their work.

Extra-curricular

The Art department offers a range of extra-curricular clubs where students have access to a specialist space in which to continue with or receive help with coursework or homework, or to develop personal artwork projects.

Curriculum Intent

The intent of our Art curriculum is to develop learners who:

- Are engaged, inspired and challenged
- Have a body of cultural knowledge, understanding and appreciation of Art and their own creative potential
- Have lasting curiosity, skills, interest and enjoyment of the Arts from a variety of cultures and traditions
- Are able to creatively express ideas and experiences
- Develop into resilient, independent learners
- Work well together, respecting and valuing each other's work
- Are equipped with the knowledge and skills to experiment, invent, refine and create their own works of art and design
- Feel safe to take risks and be creative; learning problem solving skills by experimenting, making mistakes, evaluating and making plans for future success.
- Are critical of their own and others' work and use this to inform their own work
- Enjoy and take pride in their work and recognise the improvement they have made
- Have success in Art at their own personal level
- Develop visually literacy so they are able to read, interpret and find meaning in signs, symbols, codes and conventions, exploring and re-shaping them in their own work, arming them with the life skill that assists them to make reasonable and intelligent sense of what they see around them.
- We build the Cultural Capital of our students by providing students with a means to engage with and understand the world around them and their relationship with it, hence ensuring our children are visually literate
- Gain an understanding of representation through the study of a diverse range of artists, craftspeople and designers

Curriculum Implementation

We implement the intent of our curriculum through:

- A practical based curriculum, focusing on the development of technical skills and proficiency with a wide range of media, techniques and processes
- By being given the opportunity to experiment and try a variety of disciplines and materials, it is our goal that students will find their strength and talent within the field of art
- The curriculum is designed so key concepts are revisited and to develop higher proficiency in drawing skills with a variety of media. Regularly re-visiting knowledge, skills and processes encourages students to remember what they have learnt. This equips students with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Each project includes an element of drawing from observation which is vital to the development of students' skills in recording.
- Alongside practical skills students are introduced to a diverse range of artists, craftspeople and designers that are used to develop their knowledge of a wide range of approaches. Students will then use these techniques and/or approaches practically in their own work.

- The sequencing of lessons supports all students' progress by teaching through a small steps approach to build up skills and knowledge.
- Our curriculum provides students with an enriched experience in which to they are able to work with the broadest range of materials and contexts.
- Students have access to high quality artist's materials that they do not access at home due to cost. This in turn produces quality work.
- The expectation that students will use key art terminology routinely in lessons developing visual literacy and the ability to critically appraise and evaluate their own and the work of others'
- Providing stretch and challenge encourages students to strive for their best, developing increased confidence with each creative obstacle they overcome
- Each project is resourced to include high quality source material to inspire and excite and wherever possible real objects are used for observational recording. Project themes are diverse and have inclusive subject matter to maintain interest regardless of gender
- A routine expectation that students will show resilience in every lesson.

Subject	Art	Year Group: 7	
Unit/Topic	Natural forms: Making a Mark/ Drawing/Introduction to Printing techniques	Landscape: Painting – Artist investigation (Local Environment)	Mythical Creatures: Illustration - Mixed media/collage/New Technologies
Skills	• mark making with different media and tools • developing observational drawing skills • generating ideas • printmaking • using appropriate specialist vocabulary	• brush control • colour mixing • application of paint • painting techniques • using appropriate specialist vocabulary	• drawing for purpose • research skills • generating ideas • drawing from the imagination • using a narrative in Art • working with mixed media and collage • using appropriate specialist vocabulary
Knowledge	• drawing from observation - an understanding of accuracy, proportion and scale • the characteristics, properties and effects of different media: such as pencil, pen, charcoal, soft pastel, oil pastel, printing • formal elements - line, tone, texture, form, colour • the design process – how to create a design for print • printmaking techniques – mono printing, collagraphs • artists, craftspeople and designers related to different drawing techniques, printmaking and textiles	• colour wheel and colour theory • paint • painting techniques • formal elements - line, tone, texture, form, colour • artists - related to different painting techniques drawing from observation - an understanding of accuracy, proportion and scale	• formal elements - line, tone, texture, form, colour • the design process • how to combine different media (including collage) to make mixed media outcomes • using new technologies to enhance an image • Greek mythology • the work of artists and craftspeople related to illustration
Recall/review from previous learning	This KS3 course builds on the matters, skills and processes established by the KS1 and KS2 National Curriculum for Art and Design	Formal elements – line, tone, texture, form and colour	Formal elements - line, tone, texture, form and colour; generating ideas: the design process
Assessment	Formative teacher assessment at the end of the unit		
Cultural Capital, Equality, Diversity Inclusion	• develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design		
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Art, craft and design • analysis, discussion and evaluation of images, objects and artefacts • scale, proportion		

Subject	Art	Year Group: 8	
Unit/Topic	Natural History Museum/Insects: Graphics	Portrait/Identity: Painting/Mixed media and collage	Cultural: 3D or relief Card Construction/Painting
Skills	• observational drawing • developing drawing skills with different media • working to a project brief • reviewing, improving and developing ideas • using appropriate specialist vocabulary	• observational drawing • developing drawing skills with different media • generating ideas • working with collage and mixed media • painting techniques • using appropriate specialist vocabulary	• drawing for purpose • experimentation with mark making with different media and tools • research skills • generating ideas • working with card and papier-mâché • painting techniques • using appropriate specialist vocabulary
Knowledge	• drawing from observation - accuracy, proportion and scale; application of shading • formal elements - line, tone, texture, form, colour • the characteristics, properties and effects of different media • the design process – how to create a graphic design • typography, logo, layout, composition • artists and designers related to insects, graphic design and illustration	• drawing from observation - accuracy, proportion and scale; application of shading • proportion of the face and its features • how to use guidelines to draw a portrait • formal elements - line, tone, texture, form, colour • mixed media and collage techniques • how different artists have explored the theme of identity in their work	• formal elements - line, tone, texture, form, colour • the design process – how to create a design for a 3D outcome • painting techniques • sculpture techniques – card, relief and papier-mâché • the work of artists and craftspeople related to different cultures such as Aboriginal Culture or North West Pacific Culture
Recall/review from previous learning	Observational drawing; formal elements - line, tone, texture, form and colour; the design process.	Observational drawing; formal elements - line, tone, texture, form and colour; drawing and painting and mixed media painting skills, colour theory.	Formal elements - line, tone, texture, form and colour; mark making; the design process; painting skills and colour theory;
Assessment	Formative teacher assessment at the end of the unit		
Cultural Capital, Equality, Diversity Inclusion	• develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design		
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Fine Art • analysis, discussion and evaluation of images, objects and artefacts • Scale, proportion		

Subject	Art	Year Group: 9	
Unit/Topic	Confectionary (biscuits, cakes, sweets and ice cream): 3D/Clay	Still-life/Bottles: Drawing and Painting/Mixed Media	Social Issue/current affairs: Collage/photomontage
Skills	- developing observational drawing skills - drawing for purpose - research skills - generating ideas - working with clay - using appropriate specialist vocabulary	- observational drawing - accuracy, proportion and scale; application of shading - observational drawing and painting skills. - developing drawing skills with different media - exploration of colour and composition. - painting techniques - generating ideas - working with collage and mixed media - using appropriate specialist vocabulary	- research skills - literacy skills - responding to social issues or themes - generating personal and independent ideas - creating a narrative in artwork - exploring collage and photomontage - presenting a response - using appropriate specialist vocabulary
Knowledge	- drawing from observation - an understanding of accuracy, proportion and scale - formal elements - line, tone, texture, form, colour - the design process – how to create a design for clay - Health and safety when working with clay - how to manipulate clay - the process of firing clay - how to use glazes - the work of artists and craftspeople related to confectionary	- drawing from observation - an understanding of accuracy, proportion and scale - how to use guidelines to draw a bottle – ellipses, symmetry and proportion - formal elements - line, tone, texture, form - the characteristics, properties and effects of different media - mixed media and collage techniques - the work of still life artists - Cubism art movement and artists	- Collage and Photomontage artists - Popular Culture - Graphics - formal elements - line, tone, texture, form, colour - the design process – how to creating a design for a book illustration - the characteristics, properties and effects of different media
Recall/review from previous learning	Observational drawing; formal elements - line, tone, texture, form and colour; the design process; clay techniques	Observational drawing; formal elements - line, tone, texture, form and colour; drawing, painting and mixed media techniques: how to use guidelines to improve accuracy	Research skills; generating ideas; collage techniques; narrative in art; formal elements - line, tone, texture, form and colour
Assessment	Formative teacher assessment at the end of the unit		
Cultural Capital, Equality, Diversity Inclusion	- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures - an awareness of different roles, functions, audiences and consumers of art, craft and design - develop an interest in, enthusiasm for, and enjoyment of art, craft and design		
Literacy/Numeracy	- vocabulary and specialist terminology relevant to Fine Art - analysis, discussion and evaluation of images, objects and artefacts - Scale, proportion		

Subject	Art (AQA: GCSE Fine Art)	Year Group: 10 and 11	
Unit/Topic	Component 01: Skills/Natural Forms Project September - October of Year 10 This initial unit of work will prepare students for the <i>Component 01: Portfolio</i>. Students will enhance their observational drawing skills and develop their competence and technical proficiency using a variety of media. The project will focus on the understanding of the formal elements in Art: line, shape, form, tone, texture, pattern, colour, space and composition. Throughout this unit students will be introduced to the four Assessment objectives and gain an understanding of the structure of the assessed <i>Component 01: Portfolio</i>.	Component 01: Portfolio November of Year 10 to December in Y11 Students produce a portfolio of practical work showing their personal response to a theme. Portfolio themes are discussed with each student on an individual basis to guide them to an appropriate theme. Suggested activities and tasks are given to students to help develop their work. Students are introduced to artists, materials and techniques appropriate to the development of their individual projects.	Unit topic: Externally set task. January in Year 11 to April Students are given seven starting points from which to select one option. They are given a preparatory period to research, plan and develop ideas for their own response. Externally set task - 10-hour supervised time. Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision to produce a final outcome.
Skills	Learners are required to demonstrate skills in the following: • develop ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant fine art practices in the creative and cultural industries to their work • refine ideas as work progresses through recording, selecting, editing and presenting fine art artefacts/personal outcomes • record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • use visual language critically as appropriate to their own creative intentions through effective and safe use of: media, materials, techniques, processes, technologies • use drawing skills for different needs and purposes using appropriate media and materials • realise personal intentions through sustained application of the creative process. • Drawing - students must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions.		
Knowledge	Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area of Fine Art. Learners are required to know and understand how sources inspire the development of their ideas. • the work and approaches of fine artists from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the learner		

	• the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture, shape, composition, rhythm scale, structure, surface. • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions • the different purposes, intentions and functions of Fine Art in a variety of contexts and as appropriate to learners' own work.
Recall/review from previous learning	• This course builds on the knowledge, skills and understanding established by the National Curriculum for Art and Design and the Key Stage 3 course
Assessment	• Ongoing formative assessment and feedback through the review of work • Portfolio is internally assessed and externally moderated
Cultural Capital, Equality, Diversity Inclusion	• develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Fine Art • analysis, discussion and evaluation of images, objects and artefacts • Scale, proportion

Subject	Art (AQA): GCSE Photography	Year Group: 10 and 11	
Unit/Topic	Component 01: Skills Mini Projects September - December of Year 10 This initial unit of work will prepare students for the <i>Component 01: Portfolio</i>. In year Y10 the emphasis is on the acquisition of Photography skills and techniques to develop technical ability. This is taught through a series of mini projects that have an emphasis on building knowledge about different aspects of Photography. Throughout this unit students will be introduced to the four Assessment objectives and gain an understanding of the structure of the assessed <i>Component 01: Portfolio</i>.	Component 01: Portfolio November of Year 10 to December in Y11 Students produce a portfolio of practical work showing their personal response to a theme. Portfolio themes are discussed with each student on an individual basis to guide them to an appropriate theme. Suggested activities and tasks are given to students to help develop their work. Students are introduced to artists/photographers, materials and techniques appropriate to the development of their individual projects.	Unit topic: Externally set task. January in Year 11 to April Students are given seven starting points from which to select one option. They are given a preparatory period to research, plan and develop ideas for their own response. Externally set task - 10-hour supervised time. Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision to produce a final outcome.
Skills	Learners are required to demonstrate skills in the following: • develop ideas through investigations informed by selecting and critically analysing sources • apply an understanding of relevant photography practices in the creative and cultural industries to their work • refine ideas as work progresses through taking, selecting, editing and presenting image(s)/artefact(s)/personal outcome(s) • record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Photography title such as, recording still and moving images with lens based media • use appropriate specialist vocabulary through either visual communication or written annotation, or both, within Photography • use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of recording in light, storyboarding and image manipulation for using appropriate media and materials • Within the context of photography, students must demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example: lighting, viewpoint, aperture. depth of field, shutter speed and movement, use of enlarger, chemical and/or digital processes • use media and materials, as appropriate to students' personal intentions, film, photographic papers, chemicals appropriate to darkroom practices, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots. • realise personal intentions in Photography, through the sustained application of the photographic process.		
Knowledge	Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen area(s) of Photography.		

	Learners are required to know the way sources inspire the development of ideas, relevant to photography including: - how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements - how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of Photography • the ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of: - figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation - visual and tactile elements such as colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast
Recall/review from previous learning	• This course builds on the knowledge, skills and understanding established by the National Curriculum for Art and Design and the Key Stage 3 course
Assessment	• Ongoing formative assessment and feedback through the review of work • Portfolio is internally assessed and externally moderated
Cultural Capital, Equality, Diversity Inclusion	• develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Photography • analysis, discussion and evaluation of images, objects and artefacts • Scale, proportion

Subject	OCR: A Level Fine Art	Year Group: 12 and 13
Unit/Topic	Component 01: Personal investigation Element 1: Practical portfolio Element 2: Related study Y12 to December in Y13 Themes for the Personal Investigation are discussed and negotiated on an individual basis. In year Y12 the emphasis is on the acquisition of Fine Art skills and techniques to develop technical ability. Students explore a wide range of media and approaches in their work alongside the investigation of a range of different artists' work.	Component 02: Externally set task Y13 - February to May Students are given a range of themes from which to select one option. They are given a preparatory period to research, plan and develop ideas for their own response. Externally set task - 15-hour supervised time.
Skills	Learners are required to develop the skills to: • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information • explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements • use knowledge and understanding of the work of others to develop and extend thinking and inform own work • generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. Learners will be required to demonstrate skills in: • understanding and the use of pictorial space and real space, composition, rhythm, scale and structure in Fine Art • understanding and application of scale appropriate to the chosen work and direction relevant to learners' intentions • understanding and applying formal elements such as colour, line, tone, texture, shape and form in relation to Fine Art • selecting, editing and developing ideas • using appropriate visual language and terminology within Fine Art • manipulating imagery • Understanding and using relevant conventions and genres in Fine Art such as figurative, abstract and symbolic.	
Knowledge	Practical and theoretical knowledge and understanding of Fine Art appropriate to the personal choice of subject matter. • relevant materials, processes, technologies and resources • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles and traditions relevant to Fine Art and the personal chosen area of study • a working vocabulary and specialist terminology relevant to Fine Art • how to research, explore and create a final outcome	
Recall/review from previous learning	• This course builds on the knowledge, skills and understanding established by the National Curriculum for Art and Design and the GCSE in Art and Design.	
Assessment	• Ongoing formative assessment and feedback through the review of work • Personal Investigation is internally assessed and externally moderated	

Cultural Capital, Equality, Diversity Inclusion	• knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Fine Art • analysis, discussion and evaluation of images, objects and artefacts • Scale, proportion

Subject	OCR: A Level Photography	Year Group: 12 and 13
Unit/Topic	Component 01: Personal investigation Y12 and up to December in Y13 Element 1: Practical portfolio Element 2: Related study Themes for the portfolio are discussed and negotiated on an individual basis. In year Y12 the emphasis is on the acquisition of Photography skills and techniques to develop technical ability. This is taught through a series of mini projects that have an emphasis on building knowledge about different aspects of Photography. Topics include: Photomontage, Motion, Collections, Message in a bottle, Texture, Perspective.	Component 02: Externally set task Y13 - February to May You will be given a range of themes each with a written and visual starting point, a brief and stimuli from which to select one option. You will be given a preparatory period during which you will research, plan and develop ideas for your own response. Externally set task - 15-hour supervised time.
Skills	Learners will develop the skills to: • record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information • explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements • use knowledge and understanding of the work of others to develop and extend thinking and inform own work • generate and explore potential lines of enquiry using appropriate media and techniques • apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations • organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms. learners will be required to demonstrate skills in • applying and using composition in Photography • understanding and application of scale appropriate to the chosen work and the direction relevant to learners' intentions • understanding and applying formal elements such as colour, tone, texture, shape and form in relation to Photography • selecting, editing and highlighting photographic images • using appropriate visual language and terminology within Photography • manipulating imagery • understanding and using relevant conventions and genres in Photography.	
Knowledge	Practical and theoretical knowledge and understanding of Photography appropriate to the personal choice of subject matter. • relevant materials, processes, technologies and resources • continuity and change in different genres, styles and traditions relevant to Photography and the personal chosen area of study • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural context • a working vocabulary and specialist terminology relevant to Photography	
Recall/review from previous learning	• This course builds on the knowledge, skills and understanding established by the National Curriculum for Art and Design and the GCSE in Art and Design	

Assessment	• Ongoing formative assessment and feedback through the review of work • The Personal Investigation is internally assessed and externally moderated
Cultural Capital, Equality, Diversity Inclusion	• knowledge and experience of real world contexts and, where appropriate, links to the creative industries • knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design • develop an interest in, enthusiasm for, and enjoyment of art, craft and design
Literacy/Numeracy	• vocabulary and specialist terminology relevant to Photography • analysis, discussion and evaluation of images, objects and artefacts • Scale, proportion