

# Art & Design Curriculum Intent

**Department Philosophy:** Art, craft and design can make significant contributions to the spiritual, moral, social and cultural dimensions of learning. Through studying the work of contemporary and historical artists, craftsman and designers, from both western and worldwide cultures, our students will understand how this subject empowers humankind to create visual works which celebrate, communicate, make meaning and engage in the highest forms of expression. During their art and design journey at WHSG, our students will explore both expressive and technical dimensions to communicate their ideas creatively.

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<ol style="list-style-type: none"> <li>1. How we approach the study of art, craft &amp; design at WHSG.</li> <li>2. The meaning of the 'language of art' known as the formal elements, which includes: shape, line, tone, light, form, colour, composition and content.</li> <li>3. How to apply a variety of practical skills in their work including drawing, painting, printmaking, 3D processes such as ceramic and paper construction, digital processes using Adobe Photoshop.</li> <li>4. A variety of processes and techniques within each discipline that can be exploited for the purpose of meaning and communicating ideas.</li> <li>5. How to look at and analyse works of art, craft and design, both historical and contemporary, to inform their own ideas.</li> <li>6. How to analyse their own and others' work through written and verbal analysis.</li> <li>7. That drawing underpins the creative process. Establishing high standards of drawing, observation and recording skills are key to success in this subject.</li> <li>8. How to develop an idea through research, recording, experimenting and refining, before producing finished outcomes.</li> <li>9. About a variety of related careers in the creative, media, design and craft industries.</li> <li>10. That experiencing and viewing art first hand (rather than on a screen) is vital to be able to appreciate the scale and application of the formal elements.</li> </ol>	<ol style="list-style-type: none"> <li>11. The meaning of each assessment objective and what is required for meeting each one.</li> <li>12. That with encouragement and over time, they will be able to progressively develop their own strengths and interests in the subject and increasingly follow their own lines of enquiry.</li> <li>13. How to develop their ideas through investigations informed by selecting and critically analysing relevant sources including work of artists, craftspeople or designers from contemporary and/or historical contexts and cultures.</li> <li>14. How to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>15. The ways in which meanings, ideas and intentions can be communicated including through the use of figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation.</li> <li>16. The ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements including: colour, line, form, shape, tone, texture, composition.</li> <li>17. How to refine their ideas as work progresses through experimenting with media, materials, techniques and processes for example: mark-making, monoprint, collagraph, lino print, 3D casting, clay, film and video, digital imagery.</li> </ol>	<ol style="list-style-type: none"> <li>18. How to develop independent work which meets the criteria for all four assessment objectives.</li> <li>19. How to participate actively in their course of study, recognising and developing their own strengths and identifying and sustaining their own lines of enquiry.</li> <li>20. A deeper understanding of how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts. In addition an understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres.</li> <li>21. About historical and contemporary developments and different styles and genres relevant to fine art. Students will also understand how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created.</li> <li>22. Advanced vocabulary and specialist terminology that is relevant to their chosen area(s) of fine art.</li> <li>23. Of different advanced approaches to recording images, such as observation, analysis, expression and imagination together with an awareness of intended audience or purpose.</li> <li>24. An appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto when painting.</li> <li>25. A more mature understanding of pictorial space, composition, rhythm, scale and structure and a developed appreciation of colour, line, tone, texture, shape and form.</li> </ol>