

Art Curriculum Intent



The purpose of studying Art& Design is to give all students the opportunity to engage creatively and critically with the world around them and record their observations and express their ideas about that. Each of our students are entitled to the level of visual and creative understanding essential to navigating the modern world. Studying Art & Design empowers students to move forward in life with not only an ability to create Artworks with skill, but and (perhaps more importantly) to express their ideas and think in a critical and creative way, think and look analytically, whilst being creative, original and have initiative. Emotional intelligence is also promoted through the artists and subject matters throughout Key Stage 3 and 4.

The intent of our curriculum is to provide a secure understanding of visual art concepts, skills and Art history and to equip students with effortless practical skills in a range of materials and processes, and an ability to be able to confidently express and explain their ideas both visually and orally. Our curriculum promotes deep thinking, an ability to express and understand different narratives, challenging students on a variety of subject matters and some of the ‘big issues’.

We aim for students to be confident and creative in their ability to express their ideas visually, and feel confident in their artistic knowledge and skill, from basic principles of drawing to complex topics that are more abstract and perhaps about ideas.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

All pupils in Art are exposed to content which extensively explores different art styles and different processes and media. We ensure that every student accesses all the basic areas of Art possible and that they have knowledge of major art movements that changed the world of Art. At Key Stage 4 work becomes more personal, and students work in a more personal way, observing, developing and refining their own ideas about the world around them through their own individual personal art project choices. By doing this we make sure that students are more established as individual artists thinkers and creators when they leave Key Stage 4 and so are ready for even further independence at Key Stage 5. We ensure that all students who wish to electively continue to study Art can do so in Key Stage 5. Students will utilise their core foundation of fundamental skills, processes and ways of developing in depth areas of visual study, exploring these in greater depth in a more personal way whilst encountering new ideas and art concepts that are challenging, depending upon their own interests and ideas as an artist.

Knowledge is Diverse, Inclusive and Representative

Art & Design is universal, and we believe that our Art & Design curriculum should take all pupils beyond their immediate experience and provide them with an ability to creatively and visually observe and challenge ways of seeing the world. We want students to truly understand the ways of observing and thinking about concepts and ideas that we teach, and to carry this idea of creatively thinking, challenging and considering the world around them in an independent, sometimes a non-linear way into their later lives. We believe that an ability to research in depth and think in creative ways is an essential starting point for all young people, particularly in an every changing visual technology-based world.

Our Art History and contemporary Art choices resources are selected to be inclusive so that all students feel seen in our curriculum. Ultimately we ensure our curriculum is representative so that students can see themselves reflected in it through robust links to real world contexts and inclusive and diverse examples.

Education with Character

Art and Design and in particular drawing is a common language, across time and places, which all pupils can use to observe and express their ideas about the world around them. We want our students to be successful members of society, and to support this we ensure that we provide opportunities to develop characteristics that embody our Regis 10 values through not only what we teach, but how we teach it. We work independently and in groups creating Artworks, improving social skills and considering others' views and roles in teamwork.

Our curriculum is ambitious and encourages our students to develop and demonstrate resilience and independence when work becomes challenging. Art is especially influential in building and developing resilience within students, in that it is visual and can be seen quickly in not 'right', there is nowhere to hide. However, also different students can be successful in different ways in Art, from great painters to great builders, or installation, light or conceptual artists. The idea of success in more than one way and creativity of thought along with a mind to challenge the world around them with eloquence and skill is important and will support students in life when they leave school. Our ambitious and challenging curriculum provides opportunities for students to learn how to adapt and thrive when faced with difficult problems, or experiments that don't go as planned create opportunities for further ideas through resilience and determination. Being able to work through this is a powerful learning opportunity to move forward.

We want our students to develop logical reasoning and critical thinking, and so problem solving is viewed not as an extension activity, but as an entitlement. We support the UL Charter by inviting Artists in to work with students and arrange trips for KS3, 4 and 5 where appropriate, to expose students to Art beyond the classroom and potential careers in Art.

How Students Acquire this Knowledge

“The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”

Coherent Whole

Taking the National Curriculum as a starting point, our curriculum is carefully constructed to be ambitious and creative. We allow for independence and expression and meet the needs of all pupils, allowing them to them to develop their knowledge, skills and creativity with increasing fluency and independence.

The order that topics are taught in Art & Design is important, and our curriculum is coherently planned and sequenced so that skills and more complex ideas and subject matters build cumulatively over KS3, and students are always equipped with the prior knowledge needed to access new content.

At KS4 all work is coursework is a heavy element. The skills are around recording, developing ideas and experimenting and refining to a personal end point. These are guided at the beginning of Year 10 and students become independent with these by the end of Year 11.

Acquire and Apply

Our curriculum builds in a way that ensures foundation knowledge, skills and concepts are secure before moving on. However, in Art, skills can vary and whilst drawing is important it may not be that a student who is great at ceramics and building has the best drawings skills and vice versa, with so many skills and concepts, all can find success. A focus on drawing is there for students to be able to visually evidence their observations and ideas in different ways dependent upon the outcome of the project. Drawing is continually revisited in every project from Year 7 – Year 11.

Over the course of study, our curriculum is designed to support pupils to practise their skills of recording and developing visual ideas, using artists research to inform their own ideas of moving forward to a personal outcome. the content they have been taught and to integrate and connect new knowledge into larger ideas.

This focus on acquisition of skills, developing visual ideas and the importance of experimentation and creativity, allowing students to find out for themselves when creativity is a focus, for instance in abstract work, or work about a world issue. This is an important part of our Art & Design curriculum.

Adapt and Improve

Adapt what is taught: Our curriculum is designed to be delivered in its entirety and where it is applicable and appropriate our curriculum is adapted to reflect our local context or larger ideas that students are aware of in terms of larger world issues that may be in the news or relevant at the time.

Adapt when it is taught: Our curriculum is carefully sequenced so that knowledge and skills build in a clear and coherent manner, however teachers have autonomy over how to maximise the impact this has for their class. For example, if a teacher sees that a class is not understanding a core technique or concept they will spend more time on that technique, or build this in further to the next project

Adapt how it is taught: Although the core content and fundamental skills of the curriculum are delivered to all students, teachers will adapt lessons to best meet the needs of their own class. Teachers check pupil’s understanding rigorously and systematically, identifying misconceptions and providing clear feedback. In doing so they respond and adapt their teaching as necessary for the class.

Improve: Curriculum development is an ongoing process. We work collaboratively within our department, and with our academy trust to ensure our curriculum continuously improves. Assessment is used within our curriculum, not just to check understanding and inform teachers of student gaps, but also to allow leaders to reflect on the impact our curriculum is having and assess whether it can be adapted in a way to better support students. Art & Design teachers are provided with opportunities throughout the year to access internal and external subject specific CPD, and the knowledge gained from this is shared within the department and used to continuously improve and enhance our curriculum.