

## **Art and Design Curriculum Intent**

The Art and Design curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in year 9 we cover each of the formal elements through technique development, theoretical and art disciplinary studies. An understanding of each formal element and their application within all three areas of art are essential as we progress into Key Stage 4 and 5.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way, for example students will begin with exploring the Formal elements, building a strong understanding of their definitions and applications within others work, student will then progress to evaluating and applying them within their own work and in juxtaposition to other Artists, Designers, and crafts people.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, this year we are launching have you seen have you been, on the hub, Everything Arts. Staff will share exciting opportunities, events and media that link to Art, Design Technology and Craft. We also integrate a rich body of historical and contemporary Artist, Designers and Crafts people into our taught units, for example Year 9 will be exploring the concept of self through the investigation of artists from different times, who use different media and investigate the concept of self through a variety of compositional approaches. The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

Subject: Art and Design Curriculum Intent Year 9

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Introduction to the Formal Elements - Sense of Self (AO1/AO2/AO3/A04)</b>  <b>The human Form and Line</b>                      Exploration of line and portraiture                      Wire work                      Line Drawing techniques.</p> <p><b>Introduction to the Formal Elements - Sense of Self (AO1/AO2/AO3/A04)</b>  <b>Abstract Portraiture</b>                      Application of line, Exploration of shape, and tone                      Pencil                      Oil Pastel                      Water colours</p>	<p>Throughout the delivery of the year 9 Art and Design curriculum, students will show a number of skills that relate to the GCSE Eduqas syllabus as part of Product Design. This will help to set the foundation for KS4.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of Line (unit 1) and shape and tone (unit 2)                      AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.                      AO3: Record ideas, observations, and insights relevant to intentions as work progresses.                      AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.</p> <p>Contextual links to Artists, Designer and crafts people outside of the unit.                      Have you seen have you been?                      V&amp;A innovation challenge.</p>
Spring	<p><b>Introduction to the Formal Elements - Sense of Self (AO1/AO2/AO3/A04)</b>  <b>Symbolism</b>                      Application of line, shape, tone, exploration of form, texture, and colour                      Pencil                      Pencil Crayon                      Water colour</p> <p><b>Introduction to the Formal Elements - Sense of Self (AO1/AO2/AO3/A04)</b>  <b>Alter ego - pattern</b>                      Application of line, shape, tone, form, texture, and colour.                      Exploration of Composition                      Collage                      Water colour                      Acrylic paint</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of Symbolism (unit 3) and Pattern (unit 4)                      AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.                      AO3: Record ideas, observations, and insights relevant to intentions as work progresses.                      AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.</p> <p>Cross curricular link to English – Unit on Poetry about self.</p> <p>Contextual links to Artists, Designer and crafts people outside of the unit.                      Have you seen have you been?                      Art and Jewellery club</p>

<p>Summer</p>	<p><b>Introduction to the Formal Elements - Sense of Self (AO1/AO2/AO3/A04)</b></p> <p>Application of Line, tone, shape, form, colour and collage, composition. Mixed Media Card</p> <p><b>Introduction to the Formal Elements - Sense of Self (AO2/AO3/A04 highlighted in bold)</b></p> <p>Planned Application of skills/media/ Artist understanding.</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of collage (unit 5).</p> <p><b>AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</b></p> <p><b>AO3: Record ideas, observations, and insights relevant to intentions as work progresses.</b></p> <p><b>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</b></p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.</p> <p>Contextual links to Artists, Designer and crafts people outside of the unit.</p> <p>Have you seen have you been? Cross curricular links with Product Design Graphic Design.</p>
<p>Year 9 End Point</p>	<p>The Year 9 curriculum is designed to build strong foundations, so that all students can engage safely, constructively, and successfully during their time within the Art studio, beyond and potentially into GCSE. We aim for each student to build on previously taught theory, Practical skill, and disciplinary knowledge so that our students leave year 9 with a holistic view of the Arts and how they cross over into the real world or into potential careers. Students will have knowledge and understanding of our three media focus technique areas, Drawing, painting, and collage and built confidence in the use of technical terminology, being able to engage in conversation and critical analysis of others work through the use of the formal elements and correct technical language. Students will have gained the knowledge of how research and reflect on their findings in order to drive their own ideas forward.</p>		

Subject: Art and Design Curriculum Intent Year 10

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>(AO1/ AO2/AO3) <b>Introduction</b> to observational drawing, contour drawing, negative space, framing                      (AO1/AO2/AO3/AO4) <b>Project one coursework</b>                      The creative process and how this works with assessment                      Identification of a theme and subject matter                      Contextual studies                      The generation of ideas and composition</p>	<p>Throughout the delivery of the Year 10 GCSE Art and Design curriculum, students will show a number of skills that relate to the GCSE Eduqas syllabus. Students will study Component 1 (60% internally assessed portfolio) for this academic year.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of media. Students lead through the process of design and composition, exploring and recapping Media techniques and application of the formal elements in juxtaposition to theoretical and disciplinary knowledge.                      AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.                      AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Students develop strategies for the critical analysis of others work.                      AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.                      Contextual links to Artists, Designer and crafts people outside of the unit.                      Have you seen have you been?</p>
Spring	<p>(AO1/AO2/AO3) <b>Project one coursework</b>                      Collection of reference                      Use of photography as reference                      Use of a range of media                      Developing skill                      Annotation of sketchbook work</p> <p>(AO1/AO2/AO3/AO4) <b>Project one coursework</b>                      Refining composition                      Planning finished piece                      Realise intentions                      Evaluate                      Plan and execute second finished piece                      Plan and execute third finished piece (optional)</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of media. Exploration of primary and secondary research sources. Examination of how they can be used to drive ideas.                      AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Students develop Technique application identifying how media helps communicate in Art.                      AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Application of critical analysis strategies.                      AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students to produce final pieces that conclude their investigations and demonstrate their continued improvement in technique.</p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.                      Contextual links to Artists, Designer and crafts people outside of the unit.                      Have you seen have you been?</p>
Summer	<p>(AO1/AO2/AO3) <b>Project Two</b>                      Introduction of a range of themes                      Process of choosing</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of media. Students explore chosen themes through a range of</p>	<p>Pod Cast – Design for life, the cross over between Art and Design, inspirational interviews.</p>

	<p>Identifying subject matter Contextual studies The generation of ideas and composition</p> <p>(AO1/AO2/AO3/AO4) <b>Project Two</b> CWK Collection of reference Use of photography as reference Use of a range of media Developing skill/ technique in relation to individual creative journey. Critical analysis of own and others work as ideas progress.</p>	<p>research strategies, building connections between the world around them, key themes, and the work of other, artists, crafts people and designers.</p> <p>AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. AO3: Record ideas, observations, and insights relevant to intentions as work progresses. AO4: Pupils to explore and work towards personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Contextual links to Artists, Designer and crafts people outside of the unit. Have you seen have you been?</p>
<p>Year 10 End Point</p>	<p>Students will be able to engage with a range of media to confidently apply the formal elements, critically reflecting on their technique and imagery as they work to refine and develop their ideas. Students will find it second nature to produce their own primary source materials. When considering how their work may progress students will be confident in the use of technical language when discussion their and others work. Students will be able to identify core elements of theoretical. Practical and disciplinary themes that they wish to use within the context of their own work and be able to confidently justify their choices. We aim for our students to be confident, resilient and have a deepened understanding of how art fits in to the world contextually but also the carers that can come of Art in all its fantastic forms.</p>		

Subject: Art and Design Curriculum Intent Year 11

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>(A01/A02/A03/A04) <b>Project Two</b>            CWK            Collection of reference, and critical analysis as work progresses and becomes more refined.            Continued use of photography as reference points for refinement.            Use of a range of media and technical skill development to push ideas onward. Critical analysis of developing works in context to individual research and contextual studies.</p> <p><b>Project Two</b>            Refining composition            Planning first finished piece            Technique and media rehearsed            Realise intentions,            Critical Evaluate or the creative process and final outcomes.</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of media. Exploration of primary and secondary research sources. Examination of how they can be used to drive ideas. Students encouraged to investigate Artists from a variety of media back grounds, looking at technique as well as the overall context of the piece.            AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Students develop Technique application identifying how media helps communicate in Art.            AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Application of critical analysis strategies. Students critically reflect as their imagery progresses, identifying areas of refinement through the use of primary study.            AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students to produce final pieces that conclude their investigations and demonstrate their continued improvement in technique.</p>	<p>Pod Cast – Design for life, Art this week. the cross over between Art and Design, inspirational interviews.            Contextual links to Artists, Designer and crafts people outside of the unit.            Have you seen have you been?</p>
Spring	<p>(A01/A02/A03/A04) <b>Exam Unit</b>            Collection of reference in relation to chosen exam theme. Primary and secondary contextual studies to be critically analysed. Idea development and refinement through the use of independent primary reference            Use of a range of media</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources linked to the concept and application of media. Exploration of primary and secondary research sources. Examination of how they can be used to drive ideas in relation to a given exam theme.            AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Students develop Technique application identifying how media helps communicate in Art. Students may choose to consider the Artists and Designers referenced by the Exam board.</p>	<p>Pod Cast – Design for life, Art this week. the cross over between Art and Design, inspirational interviews.            Contextual links to Artists, Designer and crafts people outside of the unit.            Have you seen have you been?</p>

	<p>Continued expansion and development and refinement of media technique.</p> <p>Critical reflection of others and own work as ideas progress, confidently applying technical language to forge an imaginative variety of innovative outcomes.</p>	<p>AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Application of critical analysis strategies, in order to drive ideas forward compositionally and for refinement.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Students to produce final pieces that conclude their investigations and demonstrate their continued improvement in technique.</p>	
<p><b>Year 11 End Point</b></p>	<p>Students are confident in their use of technical language and application of the formal elements through the use of a range of media techniques. Students can investigate themes and briefs with confidence in their ability to critically analyse the world around them and sort its relevance within their own innovative ideas and concepts. Students are able to engage in artwork through discussions of theoretical, technical, and disciplinary understanding. Drawing on their wide variety of art history and contextual understanding in order to refine and drive their work forward. Students are resilient in their approach to developing their ideas, continually looking at how to improve their visual communication and language skills. Students understand the wider context of art and how it can lead to a variety of future disciplines in a variety of fields.</p>		

Subject: Art and Design Curriculum Intent Year 12

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>introduction to Product Design Unit 1(AO1/AO2)</b>  <b>Focus:</b> Core principals of visual communication in Art and design. Practical skills development in the use of 2D and 3D media. Students to expand their understanding of the contextual world of Art.</p> <p><b>Component 1 Unit 1 (A01/AO2/ AO3)</b>  <b>Focus:</b> Practical skills development in the use of 2D and 3D media and Materials. Cutting, shaping, forming, and finishing</p>	<ul style="list-style-type: none"> <li>• AO1: Students will identify and select a number of key artists designs from a specific design genre to critically analyse. Students will be required to use key terminology to demonstrate their knowledge and understanding of function, aesthetics, processes, and techniques.</li> <li>• AO2: Students will design, create, and refine prototypes and mock ups that are inspired by artists and designs and their given theme. Students will progress to developing a range of construction and 2D skills using a mix of materials and media. 3D Students will be required to measure and cut with precision whilst applying finishes that refine and enhance their works aesthetics. Reviewing and refining their work as ideas progress.</li> <li>• AO3: Students will critically reflect on their designs and techniques as they progress providing information on strengths and areas for development within their design ideas and the construction of the final design piece, students will critically evaluate their ideas as they progress, reflecting how Aesthetics and functions can be refined and developed.</li> </ul>	<p>Podcast Design for life  School of jewellery visit (creative careers pathways)  Students explore the rich history of Art and Design Students will investigate artists design from a range of contextual backgrounds, how designers approach aesthetics and material disciplines.</p>

<p>Spring</p>	<p><b>Spring 1, Component 1:</b>  <b>Unit 2</b>  <b>Focus:</b> investigation Initial ideas and research <b>(AO1/AO2/AO3)</b>  Responding to initial inspirations <b>(AO1/AO2/AO3)</b>  Experimenting, developments and reflection.  <b>(AO2/AO3)</b>  Presenting and refinement of ideas.  <b>(AO1/AO2/AO3)</b></p> <p><b>Spring 2, Component 1</b>  <b>Unit 2</b>  <b>Focus:</b> Recording ideas, refinements, evaluating and reflection.  <b>(AO1/AO2/AO3)</b>  Resolving a project and presenting final outcomes <b>(AO4)</b>  Completion of outcomes and final presentation of portfolio <b>(AO1, AO2, AO3, AO4)</b></p>	<ul style="list-style-type: none"> <li>• AO1: Students will identify and select a number of key designs from a specific design genre to critically analyse. Students will be required to use key terminology to demonstrate their knowledge and understanding of function, aesthetics, processes, and techniques.</li> <li>• AO2: Students will design, create, and refine prototypes that are inspired by previous designs and their chosen design theme. Students will progress to developing a range of construction skills using a mix of materials and media. Students will be required to measure and cut with precision whilst applying finishes that refine and enhance their works aesthetics. Reviewing and refining their work as ideas progress.</li> <li>• AO3: Students will critically reflect on their designs and techniques as they progress providing information on strengths and areas for development within their design ideas and the construction of the final design piece, students will critically evaluate their ideas as they progress, reflecting how Aesthetics and functions can be refined and developed.</li> <li>• AO4: Production of a meaningful outcome, which considers function and aesthetics. Students will review their final design piece, evaluating their ability to meet the design brief, whilst identifying key characteristics and areas for improvement.</li> </ul>	<p>Podcast Design for life, Weekly Art</p> <p>Students explore the rich history of Art and Design Students will investigate design from a range of contextual backgrounds, how Artists designers approach aesthetics and material disciplines.</p>
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Summer	<p><b>Component 1</b> <b>Unit 3</b> <b>Focus:</b> Personal investigation: Initial ideas <b>(AO1/AO2/AO3)</b> Responding to initial inspirations <b>(AO1/AO2/AO3)</b> Experimenting, and reflection. <b>(AO2/AO3)</b> Refinement of ideas in context to others work, a given specification and brief theme. <b>(AO1/AO2/AO3)</b></p> <p><b>Component 1:</b> <b>Unit 3</b> <b>Focus:</b> Recording ideas, refinements, evaluating and reflection. <b>(AO1/AO2/AO3)</b> Resolving a project and presenting final outcomes <b>(AO4)</b> Completion of outcomes and final presentation of portfolio <b>(AO1, AO2, AO3, AO4)</b></p>	<ul style="list-style-type: none"> <li>• AO1: Students will identify and select a number of key designs from a specific design genre to critically analyse. Students will be required to use key terminology to demonstrate their knowledge and understanding of function, aesthetics, processes, and techniques.</li> <li>• AO2: Students will design, create, and refine pieces and prototypes that are inspired by previous designs and their chosen design theme. Students will progress to developing a range of construction skills using a mix of materials and media. Students will be required to critically assess their practical skills and refine their working as they go in order to produce a high-quality piece. Reviewing and refining their work as ideas progress.</li> <li>• AO3: Students will critically reflect on their designs and techniques as they progress providing information on strengths and areas for development within their design ideas and the construction of the final design piece, students will critically evaluate their ideas as they progress, reflecting how Aesthetics and functions can be refined and developed.</li> <li>• AO4: Production of a meaningful outcome, which considers function and aesthetics. Students will review their final design piece, evaluating their ability to meet the design brief, whilst identifying key characteristics and areas for improvement.</li> </ul>	<p>Podcast Design for life, A week in Art Students explore the rich history of art and design Students will investigate design from a range of contextual backgrounds, how Artists and designers approach aesthetics and material disciplines.</p>
Year 12 End Point	<p>Students will be able to develop ideas through sophisticated, coherent, and sustained research. Students will produce selecting appropriate resources, materials, and processes to rigorously explore and exploit their creative potentials. Students will show sophistication in recording of their ideas and observations, all of which are relevant to their ongoing enquires. Students will produce highly imaginative and skilled responses. Students will have acquired knowledge on possible progression routes for developing a career within the creative industries.</p>		

Subject: Art and Design Curriculum Intent Year 13

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Component 1: Unit 4</b>  <b>Focus:</b>                      Personal investigation: Initial ideas and research  <b>(AO1/AO2/AO3)</b>                      Responding to initial inspirations <b>(AO1/AO2/AO3)</b>                      Experimenting, developments and reflection.  <b>(AO2/AO3)</b>                      Presenting and refinement of ideas in context to others work, a given specification and brief theme.  <b>(AO1/AO2/AO3)</b>  <b>Component 1: Unit 4</b>  <b>Focus:</b>                      Recording ideas, refinements, evaluating and reflection.  <b>(AO1/AO2/AO3)</b>                      Resolving a project and presenting final outcomes <b>(AO4)</b>                      Completion of outcomes and final presentation of portfolio <b>(AO1, AO2, AO3, AO4)</b></p>	<ul style="list-style-type: none"> <li>• AO1: Students will identify and select a number of key Artists designs from a specific genre to critically analyse or revisit. Students will be required to use key terminology to demonstrate their knowledge and understanding of function, aesthetics, processes, and techniques of the work they have chosen to analyse. Identify areas which they may choose to manipulate to benefit their own work.</li> <li>• AO2: Students will design, create, and refine 2D and 3D models and prototypes that are inspired by previous designs and their chosen design theme. Students will progress to developing a range of ideas or construction skills using a mix of materials and media. Students will be required to review and refining their work as ideas progress.</li> <li>• AO3: Students will critically reflect on their designs and techniques as they progress providing information on strengths and areas for development within their design ideas and the construction of the final design piece, students will critically evaluate their ideas as they progress, reflecting how Aesthetics and (piece meaning) functions can be refined and developed. Reflections will be constructed through a formal written piece, alongside developing works.</li> <li>• AO4: Production of a meaningful outcome, which considers function and aesthetics. Students will review their final design piece, evaluating their ability to meet the design brief, whilst identifying key characteristics and areas for improvement.</li> </ul>	<p>Podcast Design for life                      Students explore the rich history of design                      Students will investigate design from a range of contextual backgrounds, how designers approach aesthetics and material disciplines.</p>

<p>Spring</p>	<p><b>Focus:</b>  Externally Set Task (AO1, AO2, AO3, AO4)  Exploration of themes  Initial ideas  Responding to sources  Developing ideas and experimenting  Recording ideas and reflecting on practice  Resolving project intentions with planned outcome(s)  <b>ESA</b>  Independent development of response to chosen theme, evidencing AO1, AO2, AO3 and AO4.</p> <p>15-hour exam at end of April to complete AO4.</p>	<ul style="list-style-type: none"> <li>• AO1: Students will identify and select a number of key designs from a specific design genre to critically analyse. Students will be required to use key terminology to demonstrate their knowledge and understanding of piece background, function, aesthetics, processes, and techniques.</li> <li>• AO2: Students will design, create, and refine piece and prototypes that are inspired by previous examined and new Artists and Designs and their chosen design theme. Students will progress to developing a range of construction skills using a mix of materials and media. Students will be required to measure and cut with precision whilst applying finishes that refine and enhance their works aesthetics. Reviewing and refining their work as ideas progress.</li> <li>• AO3: Students will critically reflect on their designs and techniques as they progress providing information on strengths and areas for development within their design ideas and the construction of the final design piece, students will critically evaluate their ideas as they progress, reflecting how Aesthetics and functions can be refined and developed.</li> <li>• AO4: Production of a meaningful outcome, which considers function and aesthetics. Students will review their final design piece, evaluating their ability to meet the design brief, whilst identifying key characteristics and areas for improvement</li> </ul>	<p>Podcast Design for life  Students explore the rich history of design  Students will investigate design from a range of contextual backgrounds, how designers approach aesthetics and material disciplines.</p>
<p>Year 13 End Point</p>	<p>Students will be resilient in their approach to challenge and able to develop ideas through sophisticated, coherent, and sustained research, which is in-depth and focused. Students will produce evidence of selecting appropriate resources, media, materials, and processes to rigorously explore and exploit their creative potentials. Students will show sophistication in recording of their ideas and observations, all of which are coherent and relevant to their ongoing enquires. Students will produce highly imaginative and meaningful responses, where intentions are realised in a skilful and perspective manor. Students will be able to communicate their thoughts and observations with confidence and within context to a wider scope of design, art, and crafts.</p>		