



# Curriculum Narrative – Art, 3D Design & Photography

<b>Subjects:</b> Art based subjects	<b>Year:</b> 10 & 11	<b>Author:</b> D. Nicholls
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p><b>The qualification equips learners to:</b></p> <ul style="list-style-type: none"> <li>Identify and experiment with specialism specific art media and processes, developing in skill and confidence. Building an understanding of the formal elements of Art and Design</li> <li>Explore the broad world of Art and Design, and develop their own creative experiences using specialist processes</li> <li>Understand their ability to work in creative industries, and forge a career in creativity</li> <li>Work to briefs, refining and selecting ideas to meet the needs of a user or creative intentions</li> <li>Create a portfolio to demonstrate understanding and skill.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The Contextual reference of Artists and Designers, learning about looking outward to be inspired</li> <li>Observational recording – including drawing and other forms of recording</li> <li>Idea development and realisation</li> <li>Experimenting and exploring with materials, tools and processes relevant to specialism</li> <li>Working creatively towards an intended outcome</li> <li>Independent research &amp; use of art specific language</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Drawing and recording</li> <li>Use of a range of media, tools and processes</li> <li>Development of research and evaluative skills</li> </ul>
<p><b>Subject Specific Knowledge and Sequencing:</b> <i>Students in ADT can specialise in Art, Craft and Design, 3D Design or Photography. The curriculum sequencing for each follows key milestone concepts.</i></p> <p><b>Y10 Autumn term</b> (<i>Skills development</i>)</p> <ul style="list-style-type: none"> <li>Students are introduced to a variety of specialist tools, processes and media. They explore how to use these effectively and safely.</li> <li>Students are shown how to present work, analyse existing products and artwork, and be inspired by the work of artists and designers</li> </ul> <p><b>Y10 Spring term to May half term</b> (<i>Extended project 1</i>)</p> <ul style="list-style-type: none"> <li>An extended project where students work on one brief or theme. Through this topic they develop key skills with Contextual referencing, observational recording, experimenting and exploring with materials, independent research &amp; use of art specific language, and specialism specific processes.</li> </ul> <p><b>Y10 May to Y11 Autumn Term</b> (<i>Extended project 2</i>)</p> <ul style="list-style-type: none"> <li>Y10 project runs to Christmas of Y11</li> <li>A further extended project to support students understanding specification requirements.</li> </ul> <p><b>Y11 Spring and Summer term</b> (<i>Exam project</i>)</p> <ul style="list-style-type: none"> <li>Exam project set by exam board. Starts in January</li> </ul>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>Students will start year 10 with the core knowledge gained in KS3</li> <li>Students will have a basic understanding of a design cycle, iterative design as a concept, and how work should be annotated</li> <li>A common approach to project sequencing will be used throughout the department to allow for resource sharing and Quality Assurance.</li> </ul> <p><b>Design brief &gt; Research &gt; Ideas and Modelling &gt; Refinement and practice pieces &gt; Final outcome &gt; Evaluation</b></p> <ul style="list-style-type: none"> <li>Students will use a central resources / writing frames to support extended writing</li> <li>A common assessment framework be used</li> </ul>
	<p><b>Cross-Curricular Knowledge Links:</b></p> <ul style="list-style-type: none"> <li><b>English-</b> Evaluating, Speaking and listening skills</li> <li><b>Art/History-</b> Design movements</li> <li><b>Citizenship-</b> Communication skills/Teamwork</li> </ul>
<p><b>Reading Lists / Sources / Reading around the subject recommendations:</b></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/phlearn">https://www.youtube.com/phlearn</a></li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zdypm9q">https://www.bbc.co.uk/bitesize/topics/zdypm9q</a></li> <li><a href="https://www.youtube.com/c/apalapse">https://www.youtube.com/c/apalapse</a></li> <li><a href="http://Petapixel.com">Petapixel.com</a></li> </ul>	

