



# Curriculum *Newsletter*

## ART & DESIGN

The study of Art, Craft and Design allows some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Curriculum intent

Art and design at Hermitage Academy, leads students on a creative journey through self-expression whilst developing a wealth of knowledge in core skills. Drawing underpins all creative outcomes, with painting, mixed media, digital editing, sculpture and experimental approaches, experienced by students and developed into outcomes throughout key stages three and four.

We encourage our students to explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence and imagination. We pride ourselves on the variety of specialist resources and ideas from which to develop a wide variety of subject specialist skills. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

Students reflect critically on their own work and that of others, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working

creatively, intelligently and independently. Using the formal elements of art and design, students articulate their thoughts and opinions about artwork from a range of artists, designers and practitioners and the work of their own and peers, with subject-specific terminology.

## Key Stage 3 Curriculum

In year 7, students are introduced to the formal elements of Art & design. They build their knowledge of the 'building blocks' of art, demonstrating their understanding of shape, line, colour, pattern, texture and tone. Students are then encouraged to apply their knowledge in our Vikings & Saxons project where they are able to evaluate the work of other times and cultures, focusing closely on the use of pattern and symbolism within Viking culture. As students' progress, they will experiment with a range of materials, techniques and processes including coloured pencil, watercolour, print and collage. Our project 'In the Jungle' allows students to experiment with their own ideas as they build key practical skills including colour mixing and recording from observation while responding to the work of artists and illustrators including Henri Rousseau and Eric Carle. Finally, students move onto evaluating the work of great artists as they explore the world of POP Art, delving deeper into 1950's POP culture and the extraordinary work of Andy Warhol.

As students' progress into year 8, they develop their drawing skills in our fruit and veg project. Working across a range of media including tonal pencil, biro pen, oil pastel and watercolour, students are encouraged to build on their knowledge of drawing processes and apply this when recording from observation. Moving into term 2, students are introduced to our 'Fabric Creatures' project, building on drawing skills and developing creativity through a variety of wax

resist, relief printing and textile techniques inspired by the exciting work of Fabric Lenny. Moving into term 3, students follow the 'Outside' project. Inspired by the work of historical artist L.S Lowry, students build on knowledge and experience of living in the Northeast of England, recording their experiences through drawing and painting while building an understanding of perspective, scale and proportion.

In the first term of year 9, students begin with our exciting 'Sweets' project. By engaging in a personal interview with renowned artist Sarah Graham, students are encouraged to develop their creativity by working across a number of creative disciplines including drawing, painting (watercolour & acrylic) and photography. Students build on their knowledge of processes to develop and generate their own independent outcomes. As students' progress into term 2, they focus on refining their art skills in our 'Local Heritage' project, designed to educate students on the local history of the Northeast of England with a proud focus on the mining communities therein. By investigating the work of artist Mark Powell, students will develop their knowledge and skills further by exploring a variety of mark-making techniques to produce personal and

## **Studying art and design can open doors ...**

By choosing to study an A-Level in Art and Design, students may wish to peruse careers in the following specialist fields:

- Freelance Artist
- Interior Designer
- Art Director
- Fashion Designer
- Games Designer
- Graphic Designer
- Industrial Designer
- Multimedia Artist
- Curator
- Art Therapist
- Art Teacher
- Illustrator
- Conservator

meaningful outcomes through techniques including monoprint. Finally, students will be introduced to a history of art, looking closely at

art movements in time including, Cubism, Impressionism and Surrealism. They will develop an understanding of key elements within art movements and their significance within specific time periods.

## **Key Stage 4 Curriculum**

In Key Stage 4, students advance upon processes introduced at Key Stage 3, developing their confidence and creativity. Specialist disciplines covered at GCSE include Art, Craft and Design and Photography. Within both disciplines, students are introduced to the creative process as they enhance their knowledge of investigating contextual sources, recording their independent ideas, experimenting with materials, refining their ideas and ultimately producing personal and meaningful outcomes. Through a variety of creative and dynamic projects including 'The Traditional City,' students are encouraged to develop independent lines of inquiry which aim to broaden their experience of the wider world, allowing them to develop as creative thinkers while learning about their own local areas and heritage.

## **Key Stage 5 Curriculum**

In Key Stage 5, students are encouraged to develop their creative potential through the exploration of a robust variety of materials, techniques and processes. Students will have the opportunity to refine their ideas and realise their creative potential by investigating contextual sources and responding appropriately, conducting independent lines of inquiry, informing a range of creative ideas and concepts. Students develop as mature, creative individuals as they progress with their 'Personal Investigation' component, requiring them to compile a rigorous and robust body of work, exploring themes of their own choice.