

ART – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

Art enables students to develop a broad range of employable life skills including problem solving, patience and confidence. We believe our curriculum provides opportunity for our students to be inquisitive, resilient and self-critical which are important to personal success. The vocational aspect of the BTEC Art and Design qualification means that our students can make work for a purpose and understand how their qualification is preparing them for the world of work within the creative industries. We are committed to nurturing independent, creative learners. A curriculum which is underpinned by the stages of the creative process allows students to engage in and value the journey of making art. This begins in Key Stage 3 and enables students to work with increasing independence as they progress through the key stages.

A lack of confidence in drawing can be a barrier to creativity so we focus our Key Stage 3 curriculum on developing an important toolkit of drawing skills and application of the formal elements. A ladder of key skills ensures they are learnt and recapped through engaging schemes of work, igniting interest in art forms from a variety of times and cultures. Students explore a broad range of traditional and non-traditional materials, techniques and processes covering a range of disciplines. Through this we encourage risk taking and allow students to engage in an area in which they can excel. Outcomes are diverse at Bourne Academy with students opting to develop skills in fine art painting and drawing, printmaking, textiles and three dimensional design.

Art students develop their ability to communicate visually as well as being able to interpret and understand imagery in the world around us. Visual analysis skills are therefore embedded within our Key Stage 3, 4 and 5 curriculums as we encourage students to learn, speak and write about the work of others whilst responding to them practically. Students are actively encouraged to articulate their ideas and knowledge in written form with emphasis on promoting good literacy.

Students achieve well in Art due to our reflective approach, continually adapting the curriculum to meet the needs and interests of our learners. In addition, we carefully monitor individuals and implement supportive interventions. We embrace diversity and our students have the opportunity to explore their creative individuality in Art. Students are proud of their achievements and we regularly exhibit their work in school, through social media platforms and our annual exhibition in the Town Hall which is open to the public. It is important for students' work to be seen and celebrated by their peers, family and community as it instils pride and gives worth to their efforts.

ART – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

7	Pop Art Drawing		Pop Art Painting	Pop Art Painting	Pop Art 3D materials	Pop Art 3D materials
			Artist response			
8	Creatures Drawing	Creatures Painting	Creatures 3D materials	Creatures illustration		Creatures Print making
		Written analysis and response to artists				
9	Landscape Drawing	Landscape Painting	Landscape Painting	Self-Image Print		Self-Image 3D materials
		Written analysis and response to artists				
10	Artwork for a Restaurant Painting	Artwork for a Restaurant Ceramics	Artwork for a Restaurant Print	Artwork for a Restaurant Choice	Postcard from Hunstanton 2D media	Postcard from Hunstanton 2D media
	Written analysis and response to artists					
11	Celebrations & Ceremony 3D media	Celebrations & Ceremony 3D media	Externally set brief Personal Choice	Externally set brief Personal Choice	GCSE and BTEC Exams	
	Written analysis and response to artists					
12	Beneath the Surface Fine Art materials, techniques and processes Unit 12			"Evolution" The Creative Process Unit 3		
	Written analysis of artists					
13	"Evolution" The Creative Process Unit 3	Externally Set Written exam Unit 2	Externally Set Practical exam Unit 1		A Level and BTEC Exams	
	Written analysis and response to artists					

TEXTILES - CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

At Key Stage 4 we offer Art and Design Textiles as we believe it gives students a practical, exciting and diverse programme. Students explore and experiment with the creation, manipulation and application of a range of materials such as: fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create final outcomes that explore surface pattern and texture. Our Key Stage 3 curriculum therefore builds a range of key skills and techniques which give students more choice and independence as they progress.

The Textiles curriculum works hand in hand with the Art and Design curriculum as it teaches students to record and use visual language sensitively and thoughtfully. We develop an awareness of a broad range of artists and culture and use them to inspire ideas. Textiles enables students to develop a broad range of employable life skills including problem solving, patience, and confidence. Due to its practical nature, our curriculum encourages students to be inquisitive, resilient and self-critical which are integral to creativity.

TEXTILES – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

7	Imaginary Creatures Group 1 Rotation Exploring materials		Imaginary Creatures Group 2 Rotation Exploring materials		Imaginary Creatures Group 3 Rotation Exploring materials	
8	Felt packaging Group 1 Rotation Stitch and applique		Felt packaging Group 2 Rotation Stitch and applique		Felt packaging Group 3 Rotation Stitch and applique	
9	"Samples" Pattern	"Samples" Stitch and applique	"Samples" Print techniques	"Samples" Print techniques	"Samples" Dyeing	"Samples" Dyeing
Written analysis and response to artists						
10	Natural Forms Exploring materials		Natural Forms Personal Investigation			
Written analysis and response to artists						
11	Natural Forms Personal Investigation		Externally set brief Personal Investigation		GCSE and BTEC Exams	
Written analysis and response to artists						
12	Beneath the Surface Specialist Unit Unit 12			"Evolution" The Creative Process Unit 3		
Written analysis of artists						
13	"Evolution" The Creative Process Unit 3	Externally Set Written exam Unit 2	Externally Set Practical exam Unit 1 Personal Investigation		A Level and BTEC Exams	
Written analysis of artists						