

## Budmouth Academy Curriculum Statement

What we are trying to achieve in Art & Design and Photography @Budmouth:

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”  
Quentin Blake

“Creativity takes courage” Henri Matisse

“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep” Scott Adams

### Curriculum Vision:

As a department our ethos is founded on encouraging every student to explore, experiment and ultimately make mistakes. The teaching of precise and exact skills in a variety of wet and dry media are at the heart of our practice. To really understand the creative process students must journey with resilience to achieve mastery of materials, techniques and processes. Ideas must be generated from research and life experience so each unique voice can make itself visual. Our holistic environment that both supports and provides challenges to the needs of all students.

By students regularly recording from both primary and secondary observation they are developing deep and sustainable ways of seeing and interpreting meaning from their environment.

Regular formative assessment is conducted by teachers, peers and the students themselves to encourage reflection and refinement.

Our subject specialists provide a plethora of varying experiences, disciplines and conceptual viewpoints that provide ambitious and innovative ways of thinking and developing students’ own ideas.

“The UK creative industries are the fastest growing part of the economy contributing almost £90 Billion NET to GDP accounting for 1 in 11 jobs.” John Kampfner, The Guardian.

Our curriculum supports students in recognising and understanding the impact of visual art within everyday life, in the media and in the cultural worldwide context. The skills that are taught provide students with the ability to proceed through their higher education towards careers in the creative industries as well as transferable skills that are valued by a range of employers throughout various sectors. We have strong links with Weymouth College and Arts University Bournemouth where students gain experience of higher education and the range of creative specialisms that are available, such as Fine Art, Model Making, Visual Effects (VFX) Animation and Graphic Design.

### Intent:

#### Develop students to:

- Become visually literate: to use and understand Art as a form of visual and tactile communication.
- Develop creative and technical skills so that ideas can be realised and artefacts produced.
- Develop aesthetic sensibilities and enable imported judgements about Art.
- Develop imagination and capacity to learn about and observe the world in which they live.
- Be able to articulate and communicate ideas, opinions and feelings about their own and other’s work.
- Value the contribution made by artists, craftspeople and designers.
- Develop enthusiasm about Art and Design and improve their capacity to enjoy art within society.

### Implementation and delivery of the Curriculum

|             | Year 7  | Year 8                                      | Year 9                                      |
|-------------|---|---|---|
| Autumn Term | Taking a line for a walk<br>mono print and watercolour      | Still life<br>drawing/painting/poly print   | close up mixed media<br>draw, print, sculpt |
| Spring Term | Painting<br>(pets, sweets or plants)plus<br>mini 3d element | multicultural 3D<br>day of the dead 3D clay | close up mixed media/<br>photography taster |
| Summer Term | multicultural ( various cultures<br>explored)               | graphics, lettering, perspective            | distorted portraits                         |

### **Implementation: KS3**

The Key Stage 3 curriculum introduces the formal element of Art through a range of 2D and 2D projects. These encourage students to work in a range of media in groups and on solo projects. Students are introduced to a set of key skills that can be built on in KS4. Each project is designed to add to skills and knowledge, while encouraging creative thinking, risk-taking and confidence. Skills include observational drawing, shading, relief and 3D work and painting.

### **Implementation: KS4**

The Key Stage 4 curriculum builds on the basic skills learned in Key stage 3 and allows the students to develop greater independence, more refined skills levels. They will explore ideas and concepts in greater depth through a sustained project where students take work from "Real to Unreal" outcomes, using a broad range of media, techniques and processes. An externally set exam brief sees the students realise their personal ideas and intentions through a timed project based on one of 7 themes, starting points or stimuli. Students will plan and develop ideas for their personal response to the option they have chosen and work will be displayed in an exhibition open to students and parents.

### **Implementation: KS5**

The Key Stage 5 curriculum delivered through a choice of both A level and B Tec courses allows students to experiment and develop their own ideas further, by following a set of externally set briefs that cover both 2D and 3D outcomes. Students build on the skills and knowledge gained at GCSE and explore more complex themes and a wider range of genres, materials, techniques and processes through in-depth study and analysis of other artists work. Practical and theoretical studies and investigation through art History elements combine to provide students with a solid base to enable them to embark on Foundation and degree level courses.

### **Impact: KS3**

Learning will be seen to be secure when students are able to draw from life and imagination. Students at this level will be able to recognise and explain the elements of Art and Design within several genres. They will be assessed practically on their creative and practical skills, through verbal and written feedback and through peer and self-assessment tasks and homework activities. By the end of Key stage 3 students will have the knowledge and skills to create works of art showing an understanding of the marking criteria.

### **Impact: KS4**

Students will learn the skills to respond to more complex briefs, including one externally set project for the final exam. Learning will be seen to be secure when the students gain the ability to think independently and respond on a more personal level to a question or brief and produce work that shows independence of thought and a higher degree of execution. Students will be able to analyse and compare the works of other artists in relation to their own practice and will display this in carefully laid out sketchbooks.

### **Impact: KS5**

Students will focus on developing high levels of skill in a range of techniques and processes. Secure learning will be seen to be achieved when students are able to self-prime ideas and research elements, produce in-depth analysis of their own and others' work and begin to create using this knowledge and understanding on a more sustained personal level. Resilience in their creative practice will show thorough well planned and executed personal outcomes and a well presented portfolio of work.

By the end of Key stage 5 students will have the knowledge, skills and understanding to develop, create and respond to works of Art on a wider scale.