

Curriculum Intent

Intent

The Fortismere Art & Photography Department provides a challenging, structured and inclusive context for students' engagement with Art & Photography. Our curriculum presents opportunities that recognise and shape the creative aspirations of our students, building on prior learning and teaching new ways for students to express themselves through visual language. We are dedicated to engendering students' productive and innovative participation in the world of visual arts as concerned and caring citizens of the global community

Implementation Across nine schemes of work, each lasting one term, students are introduced to a breadth of ways to generate ideas and create work. For example responding to social issues, artists, traditional fine art genres and more abstract concepts. Students experience a range of techniques including ceramics, printmaking, painting and mixed media and there are opportunities for group work as well as more independent study.

Each year students also complete a research project. This opportunity allows them to develop their ability to critically analyse sources, synthesise information and present their findings in creative ways that express their understanding about the chosen artist. Students are encouraged to use a sketchbook to present their research as well as the practical tasks set in class and for homework.

The Art & Photography curriculum is designed to enable students to develop new and build upon existing skills through careful department planning, preparation, set tasks, homework and the repetition of technical processes. The department website provides a live resource for parents, teachers and students to support teaching and learning. The curriculum and department is further enriched by a wealth of art practitioners connected to the school via the parent / carer body and Art and Photography alumni.

The Art and Photography Department is inclusive and we have an excellent record of supporting disadvantaged and minority students. Tasks are differentiated appropriately to ensure that all students can access the curriculum and make progress within the subject.

Impact

The breadth of the KS3 Art curriculum and the quality of the provision provides a strong foundation for those students who wish to study the subject at GCSE and beyond. Access to art practitioners also gives students insight into further education and careers within the arts, breaking down preconceived ideas about the opportunities available and the economic, social and reputational value the creative industries deliver.

The Art Department also values those students who may not wish to continue with their art studies beyond year 9 and takes its role in their development as visually literate citizens very seriously. It is our aim that these students have the skills to lead lives that are happier, healthier, more sociable, and enriched through access to culture and creativity.

Yr7 (KS3)	Topic Area	Knowledge/skills that are taught.	Resources/support at home
Autumn 1	Narrative <i>Students create images that interpret narratives from a range of sources, working from observation, memory and imagination</i>	Knowledge <ul style="list-style-type: none"> Ideas, methods and approaches used by traditional and contemporary illustrators. How artists explore and present narrative within their work. Skills <ul style="list-style-type: none"> Interpreting narratives from a range of sources. Working from observation, memory and imagination. Mixed media including drawing, collage and paper cutting. Drawing from observation and imagination. 	Department website: Narrative Department handouts Differentiated homework Word banks
Autumn 2	Narrative <i>Students create images that interpret narratives from a range of sources, working from observation, memory and imagination</i>	Knowledge <ul style="list-style-type: none"> Ideas, methods and approaches used by traditional and contemporary illustrators. How artists explore and present narrative within their work. Skills <ul style="list-style-type: none"> Interpreting narratives from a range of sources. Working from observation, memory and imagination. Mixed media including drawing, collage and paper cutting. Drawing from observation and imagination. 	Department website: Narrative Department handouts Differentiated homework Word banks
Spring 1	Aliens <i>Using Yinka Shonibare as inspiration students explore concepts associated with feeling alien and notions of foreign cultures. Students create an alien sculpture. The alien sculpture is decorated with patterns reflecting each students' cultural heritage.</i>	Knowledge: <ul style="list-style-type: none"> Surrealism game: Exquisite Corpse. Yinka Shonibare Skills: <ul style="list-style-type: none"> Using a sketchbook to document the development of ideas. Research into artists: how to draw appropriate information from materials, analyse work and construct critical analysis. Using mixed media and non-traditional materials appropriately to create a sculpture. Representing complex concepts associated with displacement. Ability to work in a pair 	Department website: Aliens British Museum Department handouts Differentiated homework Word banks
Spring 2	Aliens <i>Using Yinka Shonibare as inspiration students explore concepts associated with feeling alien and notions of foreign cultures. Students create an alien sculpture. The alien sculpture is decorated with patterns reflecting each students' cultural heritage.</i>	Knowledge: <ul style="list-style-type: none"> Surrealism game: Exquisite Corpse. Yinka Shonibare Skills: <ul style="list-style-type: none"> Using a sketchbook to document the development of ideas. Research into artists: how to draw appropriate information from materials, analyse work and construct critical analysis. Using mixed media and non-traditional materials appropriately to create a sculpture. Representing complex concepts associated with displacement. Ability to work in a pair 	Department website: Aliens British Museum Department handouts Differentiated homework Word banks
Summer 1	Me, Myself and I	Knowledge:	Department website:

	<p><i>An exploration of identity and creating work that reflects ideas about the self. Each student creates a relief, ceramic slab self portrait. Students also research portrait artists.</i></p>	<ul style="list-style-type: none"> • The importance of drawing: to observe, to investigate, to contemplate, to remember • How artists use drawing techniques, symbols, colour and pattern to present an identity • Cubism, aims and intentions <p>Skills:</p> <ul style="list-style-type: none"> • Applying the rules of proportion when drawing a portrait • Appropriate use of drawing media: graphite and charcoal minimum • Ceramics: slab work, joining, simple decoration eg. impressing, sgraffito 	<p>Me, Myself & I Department handouts Differentiated homework Guidance and structure for independent artist research. Word banks</p>
Summer 2	<p>Me, Myself and I</p> <p><i>An exploration of identity and creating work that reflects ideas about the self. Each student creates a relief, ceramic slab self portrait. Students also research portrait artists.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • The importance of drawing: to observe, to investigate, to contemplate, to remember • How artists use drawing techniques, symbols, colour and pattern to present an identity • Cubism, aims and intentions <p>Skills:</p> <ul style="list-style-type: none"> • Applying the rules of proportion when drawing a portrait • Appropriate use of drawing media: graphite and charcoal minimum • Ceramics: slab work, joining, simple decoration eg. impressing, sgraffito 	<p>Department website: Me, Myself & I Department handouts Differentiated homework Guidance and structure for independent artist research. Word banks</p>
Yr8 (KS3)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Summer 1	<p>Objects and Viewpoints</p> <p><i>During this project students develop their ability to draw from direct observation. The project presents opportunities to explore different drawing and printmaking processes and links to the work of Michael Craig Martin.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • What is 'Still Life'? How have contemporary artists adapted and responded to traditions of the past. • Michael Craig Martin <p>Skills</p> <ul style="list-style-type: none"> • Drawing: graphite, charcoal, watercolour and paint. • Printing- mono printing, lino and polyboard. 	<p>Department website: Objects and Viewpoints Department handouts Differentiated homework</p>
Summer 2	<p>Objects and Viewpoints</p> <p><i>During this project students develop their ability to draw from direct observation. The project presents opportunities to explore different drawing and printmaking processes and links to the work of Michael Craig Martin.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • What is 'Still Life'? How have contemporary artists adapted and responded to traditions of the past. • Michael Craig Martin <p>Skills</p> <ul style="list-style-type: none"> • Drawing: graphite, charcoal, watercolour and paint. • Printing- mono printing, lino and polyboard. 	<p>Department website: Objects and Viewpoints Department handouts Differentiated homework</p>
Spring 1	<p>Canopic Jars</p> <p><i>During the project students investigate Egyptian Art and create a clay casket with a sculpted animal head. Students develop their knowledge of ancient Egyptian beliefs and the afterlife. They also</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Codes and conventions used within Egyptian Art and how these are used to represent ideas and beliefs. • The juxtaposition of traditional processes and contemporary ideas- how does this affect the viewer? • A deeper understanding of the potential of clay and ceramics and how to use it safely. <p>Skills</p>	<p>Department website: Canopic Jars Department handouts Differentiated homework Guidance for independent research project. Word banks</p>

	<i>research contemporary ceramicists.</i>	<ul style="list-style-type: none"> ● Ceramic building techniques: coil work, moulding and sculpting; ● Decoration techniques: sgraffito impress, mould and glazing. ● Artist research project that considers Context, Intentions and Technique. 	
Spring 2	<p>Canopic Jars</p> <p><i>During the project students investigate Egyptian Art and create a clay casket with a sculpted animal head. Students develop their knowledge of ancient Egyptian beliefs and the afterlife. They also research contemporary ceramicists.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Codes and conventions used within Egyptian Art and how these are used to represent ideas and beliefs. ● The juxtaposition of traditional processes and contemporary ideas- how does this affect the viewer? ● A deeper understanding of the potential of clay and ceramics and how to use it safely. <p>Skills</p> <ul style="list-style-type: none"> ● Ceramic building techniques: coil work, moulding and sculpting; ● Decoration techniques: sgraffito impress, mould and glazing. ● Artist research project that considers Context, Intentions and Technique. 	<p>Department website: Canopic Jars</p> <p>Department handouts</p> <p>Differentiated homework</p> <p>Guidance for independent research project.</p> <p>Word banks</p>
Summer 1	<p>Hundertwasser</p> <p><i>Students continue to develop observational drawing and use their imagination to create work inspired by Hundertwasser's artistic and ecological ideology.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Hundertwasser's concept: the five skins and Transautomatism. How were his beliefs conveyed through his artwork? ● Climate change, Earth Ships and green architecture. <p>Skills:</p> <ul style="list-style-type: none"> ● Colour theory and colour mixing. ● Mark making in paint.: Spattering, Sgraffito, Stippling & Scumbling. ● Drawing from direct observation and imagination. ● Combining imagination, research and observations to create functional design. ● Group work. 	<p>Department website: Hundertwasser</p> <p>Department handouts</p> <p>Differentiated homework</p>
Summer 2	<p>Hundertwasser</p> <p><i>Students continue to develop observational drawing and use their imagination to create work inspired by Hundertwasser's artistic and ecological ideology.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Hundertwasser's concept: the five skins and Transautomatism. How were his beliefs conveyed through his artwork? ● Climate change, Earth Ships and green architecture. <p>Skills:</p> <ul style="list-style-type: none"> ● Colour theory and colour mixing. ● Mark making in paint.: Spattering, Sgraffito, Stippling & Scumbling. ● Drawing from direct observation and imagination. ● Combining imagination, research and observations to create functional design. ● Group work. 	<p>Department website: Hundertwasser</p> <p>Department handouts</p> <p>Differentiated homework</p>
Yr9 (KS3)	Topic Area	Key recovery knowledge/skills (what <u>has</u> to be learnt)	Resources/support at home
Autumn 1	<p>Pandemic Objects</p> <p><i>During the pandemic, everyday often-overlooked 'objects' are suddenly charged with new urgency. Toilet paper becomes a</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Art that reacts to societal change ● Symbolism of objects ● Text as art / in painting 	<p>Department website: V&A website: Pandemic Objects Archives • V&A Blog</p> <p>Department handouts</p>

	<p><i>symbol of public panic, a forehead thermometer a tool for social control etc By reflecting on these objects and the changing purpose and meaning, students will create work that creates a unique picture of the pandemic and the pivotal role objects play within it.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> ● Drawing to develop ideas ● Developing an idea collaboratively ● Colour mixing ● Composition of text, layout, planning and execution 	Differentiated homework
Autumn 2	<p>Pandemic Objects</p> <p><i>During the pandemic, everyday often-overlooked 'objects' are suddenly charged with new urgency. Toilet paper becomes a symbol of public panic, a forehead thermometer a tool for social control etc By reflecting on these objects and the changing purpose and meaning, students will create work that creates a unique picture of the pandemic and the pivotal role objects play within it.</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Art that reacts to societal change ● Symbolism of objects ● Text as art / in painting <p>Skills</p> <ul style="list-style-type: none"> ● Drawing to develop ideas ● Developing an idea collaboratively ● Colour mixing ● Composition of text, layout, planning and execution 	<p>Department website: V&A website: Pandemic Objects Archives • V&A Blog Department handouts Differentiated homework</p>
Spring 1	<p>Heroes / Icons</p> <p><i>Students explore the identity and representation of figures in the public eye, working from direct observation, memory and imagination. Students revisit printing techniques but combine them to create a breadth of effects. Students also explore artists who use similar mixed media techniques to present an individual.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Project initiates debate around the cultural concept of celebrity and the figures we admire. ● Is graffiti art or vandalism? ● Shepard Fairey's intentions and process ● Printing processes <p>Skills:</p> <ul style="list-style-type: none"> ● Drawing from primary and secondary images. ● Graphite, pen, ink, collage and acrylic paint. ● Rendering tone in different ways. eg. pattern. ● Printing- mono printing, lino and polyboard combined 	<p>Department website: Celebrity: Street Art Department handouts Differentiated homework</p>
Spring 2	<p>Heroes / Icons</p> <p><i>Students explore the identity and representation of figures in the public eye, working from direct observation, memory and imagination. Students revisit printing techniques but combine them to create a breadth of effects. Students also explore artists who use similar mixed media techniques to present an individual.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Project initiates debate around the cultural concept of celebrity and the figures we admire. ● Is graffiti art or vandalism? ● Shepard Fairey's intentions and process ● Printing processes <p>Skills:</p> <ul style="list-style-type: none"> ● Drawing from primary and secondary images. ● Graphite, pen, ink, collage and acrylic paint. ● Rendering tone in different ways. eg. pattern. ● Printing- mono printing, lino and polyboard combined 	<p>Department website: Celebrity: Street Art Department handouts Differentiated homework</p>
Summer 1	<p>Metamorphosis</p> <p><i>Students will learn about the work of the Surrealists, particularly Max Ernst and his collages. They will also</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Max Ernst and the Surrealists. ● Michael Landy collages and Saints hybrids. ● Discussion of artists who use collage and assemblage techniques to create work and convey a 	<p>Department website Metamorphosis Department handouts Differentiated homework</p>

	<p>develop an understanding of why artists use collage and / or assemblage to convey a greater message. They will use this knowledge to develop detailed, imaginative collages, drawings and sculpture.</p>	<p>greater message.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Drawing in graphite, pen, ink and collage. ● Creating sculpture from traditional and non-traditional materials. 	
Summer 2	<p>Metamorphosis</p> <p>Students will learn about the work of the Surrealists, particularly Max Ernst and his collages. They will also develop an understanding of why artists use collage and / or assemblage to convey a greater message. They will use this knowledge to develop detailed, imaginative collages, drawings and sculpture.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● Max Ernst and the Surrealists. ● Michael Landy collages and Saints hybrids. ● Discussion of artists who use collage and assemblage techniques to create work and convey a greater message. <p>Skills</p> <ul style="list-style-type: none"> ● Drawing in graphite, pen, ink and collage. ● Creating sculpture from traditional and non-traditional materials. 	<p>Department website Metamorphosis Department handouts Differentiated homework</p>