



KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY

Curriculum Purpose:

Context	Beyond KEVI HWGA:	Art and Textiles can lead to further education through Foundation Art and Textiles courses, where a variety of approaches in specialist areas can be explored. This would naturally lead to a University degree course in the preferred area of study. Art and Textiles could lead to a wide range of career opportunities such as: Fine Art – Fashion designer- Painting – Sculpture- Graphic Design – Magazine Editors – Advertisers-Web page designer- Illustrator- Media – research, reporting, presenting. Film / Video making – Photography- Merchandising- Industrial product design- Fashion and Textile industry-Jewellery designer-Architecture – Engineer – Interior design- Art restoration – Art Historian – Auctioneer. Teaching – Primary, Secondary, Further Education or Higher Education- Occupational therapy.
	KS5	<p>Key Stage 5 Art is designed to encourage learners to further develop their skills, creativity and independence. Students will respond to a idea, theme, concept or issue and develop a personal response through exploration and experimentation. The focus in KS5 is developing each pupil to have an in-depth understanding of the creative industry and to explore their own artistic interests and abilities. A Level Art allows students the freedom to experiment, take risks and develop their own style.</p> <p>Textiles offers Key Stage 5 enrichment students the opportunity to broaden their skills in their chosen area of interest including knitting, tie dye, embroidery, block printing and image transfer.</p>
	KS4	In Key Stage 4, students will explore Art or Textiles through a range of different materials, techniques, styles and processes. Pupils will be introduced to a variety of artists and craftspeople and develop their own ideas, responding to a given theme. Pupils will access a range of different materials in Art including painting, drawing, printing and photography and sewing, embellishing, tie dye and block printing in Textiles. Students will independently select and refine their skills in their chosen materials within their coursework projects.
	KS3	KS3 follows the primary learning aims and skills needed at KS4 and 5. Each learning topic in years 7, 8 and 9 have a direct link to the key skills and concepts that you build on in KS4. Year 7 students are taught the importance of the basic elements of art and textiles and how they underpin creative works. They are introduced to a range of artists and crafts people which they will research and use as inspiration for their own work. In Year 8, students are encouraged to express thoughts and opinions about artists and craftspeople. Students further develop their technical ability in drawing, painting, sewing and embellishment to respond to an issue, theme or concept. In year 9 there is a stronger link to GCSE. Students grow a deeper understanding of contextual studies, how to develop their own artistic style and will explore a range of different materials and processes.
	KS1/2 links	In Art, students are able to record their observations in sketch books and use them to review and revisit ideas. They are able to use a range of techniques including drawing, painting and sculptures. They will have a basic knowledge of colour theory and have some

exposure to great artists from history. In Textiles, students are often learning basic sewing skills and some students have prior experience of sewing, knitting, croche etc. in a home setting.



Big Qs <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Art and Textiles	<p><i>How do we explore and independently select projects, building on our prior learning?</i> (Component 1-Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice</p> <p><i>Meta-cognition Strategy Planning Connection Finding Precision Problem Solving Originality Collaborative, Open Minded, Creative, Practice and Perseverance.</i></p>	<p><i>How do we build on our ideas informed by our contextual research and put them into practice?</i> (Component 1- Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.</p> <p><i>Critical thinking Originality Fluent Thinking Automaticity Intellectual Confidence Collaborative, Open Minded, Creative, Practice and Perseverance.</i></p>	<p><i>How do we build on previous learning to inspire our personal response to the externally set assignment?</i> (Component 2 Exam) Students will work independently on a sustained and focused portfolio which works towards a final outcome.</p> <p><i>Creativity Critical thinking Connection Finding Originality Complex and Multi step problem solving Collaborative Practice, Perseverance, Risk taking.</i></p>	<p><i>How do we design and present a personal response to our contextual and practical work in the externally set assignment?</i> (Component 2 Exam) Students will sit a 10 hour exam completing their personal response (A04) to their externally set assignment.</p> <p><i>Creativity Critical thinking Connection Finding Originality Complex and Multi step problem solving Collaborative Practice, Perseverance, Risk taking.</i></p>		
Key Knowledge, Concepts and skills	<p><i>Artist appreciation Evaluation, Analysis Experimentation Research Procedural knowledge Declarative knowledge</i></p>	<p><i>Application of mediums Contextual research Fine art skills Procedural knowledge Declarative knowledge</i></p>	<p><i>Creativity Planning Research Procedural knowledge Declarative knowledge</i></p>	<p><i>Planning Preparation Fine Art skills Procedural knowledge Declarative knowledge</i></p>		
Feedback & Assessment	ART AND TEXTILES	ART AND TEXTILES	ART AND TEXTILES AO1/A03- Develop /Record	ART AND TEXTILES		

	AO1/A03- Develop /Record 20 Portfolio Feedback Check-up X 2	AO2 and AO4 – Experiment and Final response Portfolio Feedback Checkup Porfolio summative mark	Set Task Feedback Check-up X 2	AO2 and AO4 – Experiment and Final response Set Task Feedback Checkup Internal Moderation		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Art and Textiles	<p><i>How do we recall and develop our skills in Art and Design using different medias, materials, techniques and processes?</i> (MINI SKILLS PROJECT) Students recall and develop their practical skills and theoretical knowledge in Art and Design. Through experimentation with different medias, materials, processes and techniques students develop their own artistic style.</p> <p><i>Connection Finding Strategy Planning Linking Meta-Thinking Critical thinking</i></p> <p><i>Pracitce, perseverance, enquiring, collaborative, risk taking, resilience.</i></p>	<p><i>How do I implement my knowledge and skills to an Art project considering my own artistic style?</i> (Component 1-Project 1) Students are introduced to Component 1: Portfolio. This is internally assessed coursework project worth 60% of their GCSE level. Students approach project by focusing on a specific starting point by recording initial ideas through drawing activities and study an artist influence.</p> <p><i>Originality Connection Finding Fluent Thinking Automaticity Intellectual Confidence Imagination</i></p> <p><i>Pracitce, perseverance, enquiring, collaborative, risk taking, resilience.</i></p>	<p><i>How do we build on our ideas informed by our contextual research and put them into practice?</i> (Component 1- Project 1) Students independently experiment with a range of different materials and processes relevant to their style and ideas. Pupils investigate artists to influence their ideas towards a personal response. Pupils begin to take ownership and personalise their project.</p> <p><i>Meta-cognition Strategy Planning Connection Finding Originality Automaticity Imagination</i></p> <p><i>Pracitce, perseverance, enquiring, collaborative, risk taking, resilience.</i></p>	<p><i>How do we design and present a personal response combining our contextual and practical work?</i> Using the contextual research and practical investigations from their portfolio work, pupils develop final piece ideas. In a mock exam setting, students produce a final piece towards their project over a ten hour period.</p> <p><i>Meta-cognition Strategy Planning Connection Finding Complex and Multi-step Problem Solving Originality Automaticity</i></p> <p><i>Pracitce, perseverance, enquiring, collaborative, risk taking, resilience.</i></p>	<p><i>How do we explore and independently select projects, building on our prior learning?</i> (Component 1-Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.</p> <p><i>Connection Finding Fluent Thinking Automaticity Critical thinking Imagination Originality</i></p> <p><i>Pracitce, perseverance, enquiring, collaborative, risk taking, resilience.</i></p>	<p><i>How do we build on our ideas informed by our contextual research and develop personal and sophisticated responses?</i> (Component 1- Project 2) Complete ownership and personalised approach focusing on a specific starting point and artist influence. Experimentation with art mediums through research, investigations and practice.</p> <p><i>Connection Finding Fluent Thinking Automaticity Originality Imagination Collaborative, Open Minded, Creative and Enterprising</i></p>
Key Knowledge, Concepts and skills	Fine art skills Experimentation Artist research Independence Procedural knowledge Declarative knowledge	Artist appreciation Evaluation, Analysis Experimentation Research Procedural knowledge Declarative knowledge	Application of mediums Contextual research Fine art skills Procedural knowledge Declarative knowledge	Creativity Planning Research Fine art skills Procedural knowledge Declarative knowledge	Artist appreciation Evaluation, Analysis Experimentation Research Procedural knowledge Declarative knowledge	Application of mediums Contextual research Fine art skills Procedural knowledge

						Declarative knowledge
Feedback & Assessment	ART AND TEXTILES Written Feedback baseline test Documented verbal feedback	ART AND TEXTILES O1/A03- Develop /Record 20 Portfolio Feedback Checkup X 2	ART AND TEXTILES AO2 and AO3 – Experiment and Record Written Feedback Documented verbal feedback	ART AND TEXTILES AO4 – Final piece ideas and Final response Portfolio Feedback Checkup Portfolio summative mark (Project 1)	ART AND TEXTILES AO1/A03- Develop /Record Portfolio Feedback Checkup Documented verbal feedback	ART AND TEXTILES AO2 and AO3 – Experiment and Record Written Feedback Documented verbal feedback
Year 9 Art and Textiles rotation	<p>ART How do cultural festivals link to Art and Design? (Day of the Dead Project) Students will learn about the cultural meaning and symbolism behind The Day of the Dead festival and understand how visual imagery and colour is used throughout. <i>Critical thinking</i> <i>Evolutionary thinking</i> <i>Self regulation</i> <i>Precision</i> <i>Collaborative, Practice, Creative and Enterprising</i></p> <p>TEXTILES ROTATION How do I transfer hand embroidery skills to machine embroidery? (Sealife Project) Students will learn the health and safety of using a sewing machine and experiment with different techniques and processes. <i>Connection Finding, Imagination</i> <i>Self regulation</i> <i>Precision</i></p>	<p>ART How can I develop my own artistic response of Mexican culture through mixed media? (Day of the Dead Project) Students will enhance their drawing and painting skills focusing on tonal range, blending and layering. Pupils will experiment with a range of materials, tools and processes to design a Day of the Dead stencil <i>Critical thinking</i> <i>Evolutionary thinking</i> <i>Self regulation</i> <i>Precision</i> <i>Collaborative, Practice, Creative and Enterprising</i></p> <p>TEXTILES ROTATION How do I create a response to the Sea Life project considering sustainability? (Sealife Project) Students respond to the theme sea life and create a personalised, sustainable textiles piece considering hand and machine embroidery.</p>	<p>ART Why do I need to know about proportion and what impact does it have on your drawings in portraiture? (Icons project) Students will learn the meaning of proportion and how it applies to portraiture. Pupils will develop their technical drawing skills in portraiture and choose an influential, celebrity icon to draw. <i>Evolutionary thinking, Big picture thinking, Imagination, Critical thinking, Seeing alternative perspectives.</i> <i>Concerns for Society, Collaborative, Open Minded, Creative and Enterprising</i></p>	<p>ART How have different artists approached portraiture? Students will learn about portraiture throughout art history and experiment with different styles of portraiture on their celebrity portrait. <i>Evolutionary thinking, Big picture thinking, Imagination, Critical thinking, Seeing alternative perspectives.</i> <i>Concerns for Society, Collaborative, Open Minded, Creative and Enterprising</i></p>	<p>ART What is print making and how can I experiment with mixed media when using printing methods? (Insect Project) Students will be introduced to a range of artists from historical and modern art that have been inspired by the theme 'insects'. Pupils will discover a range of printing techniques and how to use technical tools. <i>Intellectual Playfulness</i> <i>Creativity</i> <i>Imagination</i> <i>Critical thinking</i> <i>Risk Taking, Collaboration, Open Minded, Practice</i></p>	<p>ART How can I experiment with the formal elements through print making? (Insect Project) Students will experiment how to create the formal elements through printing methods. Students will understand how to build and layer different materials <i>Intellectual Playfulness</i> <i>Creativity</i> <i>Imagination</i> <i>Critical thinking</i> <i>Risk Taking, Collaboration, Open Minded, Practice</i></p>

	<i>Collaborative, Open Minded, Creative and Enterprising</i>	Connection Finding, Imagination Self regulation Precision <i>Collaborative, Open Minded, Creative and Enterprising</i>				
Key Knowledge, Concepts and skills	Cultural understanding World issues Contextual studies Symbolism Technical language Procedural knowledge Declarative knowledge	Using different tools Mixed media work Symetry and shapes Contextual studies Painting and sewing skills Procedural knowledge Declarative knowledge	Understanding proportion The formal elements Contextual studies Mixed media work Painting skills Procedural knowledge Declarative knowledge	Understanding proportion The formal elements Contextual studies Mixed media work Painting skills Developing my own style Procedural knowledge Declarative knowledge	Creativity with composition Printing processes Inspiration from other artists Experimenting Developing my own ideas Procedural knowledge Declarative knowledge	Using a range of tools The formal elemnts Experimenting with different media Procedural knowledge Declarative knowledge
Feedback & Assessment	ART Written feedback Subject knowledge check Textiles Subject knowledge check Written feedback	ART Verbal feedback Summative assessment of project Textiles Subject knowledge check Verbal feedback	ART Verbal feedback Subject knowledge check	ART Summative assessment	ART Written feedback Subject knowledge check	ART Summative assessment
Year 8 Art and Textiles rotation	ART How can I transfer my knowledge of the formal elements to observational drawing? (Desserts Project) Students further learn about colour theory and research artists in the Pop Art movement who were influenced by colour. Students will use technical language when analysing their own and peers work and have opportunities to create art work in teams. <i>Speed and accuracy</i> <i>Imagination</i> <i>Critical thinking</i> <i>Strategy Planning</i> <i>Precision</i>	ART How do I translate my knowledge and skills of 2D drawing into 3D sculptural work? (Desserts Project) Pupils will take inspiration from other artists and experiment with scaleenlarging objects. Students will explore a range of materials and in teams design and create large scale cardboard desserts. <i>Speed and accuracy</i> <i>Imagination</i> <i>Critical thinking</i> <i>Strategy Planning</i> <i>Collaborative, Creative, Practice, Perseverance.</i>	ART How are social issues addressed in art and design? (Issues Project) Students will learn about social issues and how they are represented in art and design for example, consumerism. Students explore a range of contemporary artists and how they have made social statements through their art work. <i>Seeing alternative perspectives</i> <i>Intellectual Playfulness</i> <i>Creativity</i> <i>Imagination</i>	ART How do I generate my own ideas in Art and Design? (Issues project) Students will research the artist Grayson Perry and how his art work deals with poltical and social issues. Students to incorporate literacy/text into their artwork and design a narrative for their 3D vase. They research traditional and contemporary ideas of vanity. <i>Speed and Accuracy</i> <i>Originality</i> <i>Connection Finding</i> <i>Fluent Thinking</i> <i>Intellectual Confidence</i> <i>Enquiring,</i>	ART What impact does perspective have on my drawings? (Buildings Project) Students will understand the technical language of perspective and how to create 3D drawings using the illusion of perspective. Students to research and analyse artists who have used perspective and the impact it has on their works. <i>Precision</i> <i>Critical thinking</i> <i>Intellectual Playfulness</i> <i>Creativity</i> <i>Imagination</i> <i>Risk Taking, Collaboration, Creative, Practice</i>	ART How can I experiment with perspective in a 3D setting? (Buildings Project) Students to experiment with creating 3D buildings considering composition and layout. To learn about building 3D structures using NETS and designing the front of a townhouse considering your own artistic style. <i>Precision</i> <i>Critical thinking</i> <i>Intellectual Playfulness</i> <i>Creativity</i>

	<p><i>Collaborative, Creative, Practice, Perseverance.</i></p> <p>TEXTILES ROTATION What are the differences between man made and natural fabrics? (Confectionary project) Pupils develop knowledge of different fabrics and how they are made. Students experiment using both man made and natural fabrics towards project theme. <i>Speed and accuracy</i> <i>Imagination</i> <i>Critical thinking</i> <i>Strategy Planning</i> <i>Precision</i> <i>Collaborative, Creative, Practice, Perseverance.</i></p>	<p>TEXTILES ROTATION How can I use artist research to inspire and develop my own personal response? (Confectionary project) Students research confectionary artists to inspire and develop their own confectionary response. Using hand different fabrics and embellishment, students design and create their own creative piece. <i>Speed and accuracy</i> <i>Imagination</i> <i>Critical thinking</i> <i>Strategy Planning</i> <i>Precision</i> <i>Collaborative, Creative, Practice, Perseverance.</i></p>	<p><i>Risk Taking, Collaboration, Open Minded, Enquiring, Concerned for society</i></p>	<p><i>Collaborative, Creative, Practice, Perseverance, Concerned for Society</i></p>		<p><i>Imagination</i> <i>Risk Taking, Collaboration, Creative, Practice</i></p>
Key Knowledge, Concepts and skills	<p><i>Fine Art skills</i> <i>Textile skills</i> <i>Contextual studies</i> <i>Colour theory</i> <i>Using technical language</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Using different tools</i> <i>Mixed media</i> <i>Team work</i> <i>Communication</i> <i>Designing</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Technical drawing- proportion</i> <i>Inspiration from other artists</i> <i>Expressing opinions</i> <i>Respect to others</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Creativity with composition</i> <i>Responding to an issue</i> <i>Generating own opinion</i> <i>Listening to others</i> <i>Generating ideas</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Technical language</i> <i>Inspiration from other artists</i> <i>Technical drawing</i> <i>Drawing from perspective</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Designing</i> <i>Understanding NETS</i> <i>Experimenting with composition</i> <i>Generating ideas</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>
Feedback & Assessment	<p>ART Subject Knowledge Check Written feedback</p> <p>Textiles Subject knowledge check Written feedback</p>	<p>ART Verbal feedback Summative assessment</p> <p>Textiles Subject knowledge check Verbal feedback</p>	<p>ART Subject knowledge check Written feedback</p>	<p>ART One to one feedback Summative assessment</p>	<p>ART Subject knowledge check Written feedback</p>	<p>ART Verbal feedback End of year assessment</p>

<p>Year 7 Art and Textiles rotation</p>	<p>ART What are the fundamental elements of Art and why are they important? (The Formal Elements Project) Students will learn about the basic fundamental elements of art: line, shape, form, pattern, texture, colour and tone. <i>Speed and accuracy</i> <i>Precision</i> <i>Intellectual Confidence</i> <i>Strategy Planning</i> <i>Creative, practical, perseverance</i></p> <p>TEXTILES ROTATION What are the fundamental elements of Textiles and how can we apply them to our work? (Kawaii project) Students will learn about the formal elements of art and how they can apply these to a textiles piece. <i>Speed and accuracy</i> <i>Precision</i> <i>Intellectual Confidence</i> <i>Strategy Planning</i> <i>Creative, practical, perseverance</i></p>	<p>ART How do I create the different elements of art and what impact do they have on art work? (The Formal Elements Project) Students to experiment creating each formal element and the impact the elements can have on the art work for example: mood, movement or expression. <i>Intellectual Confidence, Generalisation, Connection Finding, Imagination, Precision.</i> <i>Collaborative, Open Minded, Creative and Enterprising</i></p> <p>TEXTILES ROTATION How do I create a 3D textiles piece considering the formal elements of art? (Kawaii project) Students develop and design a Kawaii doll considering pattern, line, shape and colour. <i>Speed and accuracy</i> <i>Precision</i> <i>Intellectual Confidence</i> <i>Strategy Planning</i> <i>Creative, practical, perseverance</i></p>	<p>ART How does colour impact on art work and why are artists inspired by it? (The Colour Project) Students will learn about Colour Theory and the basic concepts behind the colour wheel. Students will practice and refine their painting skills, experimenting with colour through blending and layering. <i>Intellectual Confidence, Generalisation, Connection Finding, Imagination, Critical thinking.</i> <i>Collaborative, Open Minded, Creative, Precision, Risk taking, Practice</i></p>	<p>ART How can we experiment applying colour with different materials? (The Colour Project) Pupils will explore the artists Sonia Delaunay and Kandinsky how they were influenced by colour and shape. Through this exploration, students will create personal responses applying their knowledge of colour. <i>Intellectual Confidence, Generalisation, Connection Finding, Imagination, Critical thinking.</i> <i>Collaborative, Open Minded, Creative, Precision, Risk taking, Practice</i></p>	<p>ART How do artists use their dreams and imagination to inspire their work? (Surrealism project) Students explore, what is surrealism and develop knowledge of a range of surreal artists and the symbolism behind their work. <i>Critical thinking, self regulation, connection finding, Imagination</i> <i>Collaborative, Open Minded, Creative and Enterprising</i></p>	<p>ART How I apply my knowledge of surrealism to create my own personalised piece? (Surrealism project) Inspired by surreal artists, students design a mythical creature through collage and painting. <i>Critical thinking, self regulation, connection finding, Imagination</i> <i>Collaborative, Open Minded, Creative and Enterprising</i></p>
<p>Key Knowledge, Concepts and skills</p>	<p><i>Fine Art skills</i> <i>Textile skills</i> <i>The formal elements</i> <i>Colour theory</i> <i>Using technical language</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Using different tools</i> <i>The formal elements</i> <i>2D to 3D</i> <i>Technical language</i> <i>Inspiration from artists</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Colour theory</i> <i>Inspiration from other artists</i> <i>Generating ideas</i> <i>Using different tools</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Creativity with composition</i> <i>Shape and Line</i> <i>Colour theory</i> <i>Generating ideas</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Contextual studies</i> <i>Inspiration from other artists</i> <i>Technical language</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>	<p><i>Generating ideas</i> <i>Collage</i> <i>Painting skills</i> <i>Procedural knowledge</i> <i>Declarative knowledge</i></p>

Feedback & Assessment	<u>ART</u> Subject Knowledge Check Written feedback <u>Textiles</u> Subject knowledge check Written feedback	<u>ART</u> Verbal feedback Summative assessment <u>Textiles</u> Subject knowledge check Verbal feedback	<u>ART</u> Subject knowledge check Written feedback	<u>ART</u> One to one feedback Summative assessment	<u>ART</u> Subject knowledge check Written feedback	<u>ART</u> Verbal feedback End of year assessment
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