



### Learning Aims and Curriculum Intent:

<p><b>Intent:</b> As a department we are fundamentally committed to providing students with outstanding learning opportunities and, as a result, we intend to make a significant contribution to the field of Art Education. Put in simple terms, we intend:</p> <p>To be recognized as one of the most forward thinking and successful Art departments in London (and by extension the world). To be recognized as a center of excellence in Art education (beyond merely secondary education). To provide outstanding opportunities and experiences for Forest Students. To provide outstanding Art opportunities for the wider community.</p> <p>Our curriculum is fundamental in making this happen.</p>	<p><b>Departmental Aims:</b> Broadly, the curriculum will form an important part in enabling the realisation of the Art department's 'Vision and Values Statements' (points 1, 2 and 3 are of particular relevance). These statements are a means of bringing our intent to life. They are outlined below:</p> <ol style="list-style-type: none"> <li>(1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability.</li> <li>(2) Forest Students Have an Excellent Art Experience.</li> <li>(3) We Raise the Profile of the Department so it is High Profile.</li> <li>(4) Staff have access to Excellent Subject Specific CPD.</li> <li>(5) Students Art education prepares them well for life beyond the White Gates allowing them to engage with the aesthetic world with confidence and appreciation.</li> </ol> <p>More specifically, the Year 7 curriculum will support students in acquiring the KS5 Skills, Knowledge and Threshold concepts for Photography which are outlined below.</p>
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Student will develop well developed understanding of...	More specifically ...	When will this occur?
<b>The formal elements</b>	An understanding of specific tactile vocabulary and elements of textiles. Repetition, Composition, Scale. An understanding of how to create an emotional and conceptual effect through the use of the formal elements	Michaelmas Year 12
<b>Observational Drawing</b>	An understanding of drawing from observation using textiles techniques and processes. An understanding how to observe and analyse subject matter through life drawing	Michaelmas and Lent Year 12
<b>Colour Theory</b>	An understanding of purposeful responses to colour, use of palettes and colour ways	Year 12 Lent
<b>Mark making</b>	An understanding of how a range of marks can be made on a range of different fabrics and other surfaces. An understanding of the historical context of mark making.	Year 12 Michaelmas
<b>Experimental / wider drawing</b>	An understanding of drawing in its wider sense and how drawing can be used within textiles for example through stitch, printmaking etc.	Year 12 Michaelmas
<b>Printmaking</b>	An understanding of mono printing, relief printing, screen printing, an understanding of surface qualities and mark making.	Year 12 Lent
<b>Textiles techniques</b>	An understanding of how to use specific textiles processes such as: Hand stitching, machine stitching, embroidery, applique, felting, batique, shibore, fabric dyeing, devore, construction methods mixed media.	All Terms
<b>Photography Skills</b>	An understanding of how to record ideas and document work using an understanding of a broad range of compositional styles.	Year 12 Michaelmas and Lent
<b>Basic Digital editing techniques</b>	An understanding of how Photoshop and Illustrator (and other apps) can be used to create and edit designs.	Year 12 Lent
<b>Sketchbook presentation</b>	An understanding of how to create a dynamic page that clearly communicates ideas and create visual impact.	All terms
<b>Artist Analysis</b>	A highly developed critical understanding of the work of specific artists and designers. Experience of engaging directly in Art through exhibitions.	All terms
<b>Design and Development of Ideas</b>	An understanding of how to record, review and refine ideas through a range of drawing techniques and processes.	Year 12 Michaelmas and Lent
<b>Reflect on and learn from mistakes</b>	Using reflective language to demonstrate a critical understanding of their creative processes.	Year 12 Michaelmas
<b>An understanding of sustained subject specific writing</b>	An understanding of how to communicate ideas and concepts through a sustained writing and the use of subject specific terminology and concepts. Make links to their own work and use writing as a tool to critically integrate and further their work.	All terms
<b>Learning independently</b>	An ability to construct their own success criteria and reflect on work considering WWW EBI?	All terms

Term	Content, Key Questions and Knowledge	Skills	Assessment
<b>Michaelmas</b>	<p><b>Topic:</b> 'Self-Directed Project'</p> <p><b>Indicative content:</b> Big Learning Objective: Develop your own personal and meaningful Project in Response to a theme of your own choice. Ensure that you:</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><b>Threshold Question:</b> How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p><b>Discipline:</b> Discipline: Textile Design</p>	<p><b>Subject Specific Skills</b> Students' choice</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>
<b>Lent</b>	<p><b>Topic:</b> Externally Set Assignment (Students develop a project in response to a theme set by the exam board).</p> <p><b>Indicative content:</b> Objective: Investigate a theme provided by the exam board. Ensure that you:</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>AO2:</b> Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.  <b>AO3:</b> Record ideas, observations, and insights relevant to intentions as work progresses.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><b>Threshold Question:</b> How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p><b>Discipline:</b> Discipline: Textile Design</p>	<p><b>Subject Specific Skills</b> Students' choice</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>
<b>Trinity</b>	<p><b>Topic:</b> Externally Set Assignment (Students develop a project in response to a theme set by the exam board).</p> <p><b>Indicative content:</b> Objective: Investigate a theme provided by the exam board. Ensure that you:</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.  <b>AO2:</b> Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes.  <b>AO3:</b> Record ideas, observations, and insights relevant to intentions as work progresses.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><b>Threshold Question:</b> How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p><b>Discipline:</b> Discipline: Textile Design</p>	<p><b>Subject Specific Skills</b> Students' choice</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>

<b>Examples of Homework</b>	Differentiated based on individual student needs/ topics.	
<b>Key terminology</b>	<p>Great teaching can perhaps be understood as being akin to Jazz Improvisation. E.g. Freedom to respond to an environment in a way that is sensitive and brings about new learning and experiences can only occur within very strict and well-constructed boundaries and frameworks. With this in mind it is important to note that, throughout the course of a project, and as a result of expert teaching, some key terminology will develop unexpectedly. For this reason, the list below is not exhaustive. However, as a minimum, the following terms will be explored:</p> <p>Composition, Refinement, Critical analysis, Documentation, Recording, Presentation, Development, Observation, Tone, Line, Texture, Shape, Form, Pattern, Space, Light, Ambiguity, Eco Bundle, Eco Printing, Embroidery, Devore, Weave, Warp, Weft</p>	
<b>Super-curricular enrichment and scholarly extension</b>	<p>Due to the self-directed nature of KS5 content, students Super-Curricular requirements will differ. As such, we will differentiate and propose different super curricular opportunities to students on a case-by-case basis. This will be evidenced in students' tutorial logs/ digital sketchbooks and can be shown upon request. However, for Michaelmas 1, all students will be encouraged to...</p> <p><b>Michaelmas:</b> Differentiated based on individual student needs/ topics.</p> <p><b>Lent:</b> Differentiated based on individual student needs/ topics.</p> <p><b>Trinity:</b> Differentiated based on individual student needs/ topics.</p>	
<b>Useful websites</b>	Differentiated based on individual student needs/ topics.	
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