Art Curriculum Intent

To enable students to develop an understanding and awareness of the world around them by questioning their surroundings, looking deeply and opening their eyes to fresh perspectives

• To develop and apply art skills such as drawing, painting, sculpting and artistic techniques to communicate an idea and analyse the effectiveness of own artwork

• To be creative, develop their problem-solving ability, and think academically, emotionally, physically and spiritually. They will learn to adopt resilience and focus on applying their technical skills to projects that develop their self-expression

• To respond imaginatively to artist and thematic research and use knowledge of key artists and cultures to inspire their art work. Students develop an understanding of the historical and cultural development of art forms and are taught to evaluate and analyse artworks using subject-specific vocabulary

• To plan and develop meaningful responses for their artwork that realise intentions and demonstrate an understanding of visual language

• To display creative expression, which leads to improved well-being, and supports their study experience. Studying other cultures through Art has strong links with Islamic Studies, History, Geography and English.

All students at Northroad Academy study design and technology in years 7 and 8.

Art Programme

Year 7

Year seven starts learning about different printing techniques. For their main project, they will create lino-cut printing blocks. They will look through artist William Morris's lino-cut prints, analyse them, and take inspiration from their designs. They will then create a design using organic and natural shapes and forms.

They will develop new skills and carve their lino sheets using their design. They will then learn printing techniques and print on paper sheets. They will explore and practice repetition and layering and create patterns. Finally, they will print their design on their t-shirts or tote bags.

Through this project, students show their creativity and create their original designs, carve their own blocks, print on different materials, learn different effects on different materials and think about different possibilities to use these blocks. They can use this skill and knowledge in future and start their business.

Students will move on to Architecture and explore world-famous landmarks. They will learn about different architectural styles by looking closely at famous buildings and identifying what distinguishes them from others. They will then research the work of famous designer Zaha Hadid.

Students will learn different paper construction techniques create different building features and make their models using different recycled materials.

Students will start learning about food and technology in the last term of the year. They will learn about kitchen safety and hygiene and the different equipment used for food preparation. They will then learn how to use knives and sharp objects safely and demonstrate their skills by cutting and chopping fruits and vegetables.

After that, students will learn about healthy eating and why it is important for our daily lives. Then, they will plan a “Tea Party” for teachers.

At the End of the year, students will research how franchise decide their names and logos and how they name their products. They will make milkshakes as the end product, so they must research accordingly. Students will plan their logos. Students will decide on their flavours and find or create their recipes. They will note down the ingredients and method. They will make a report according to their previous and latest research. Students will print the logos and product prints. They will stick on the glasses and plan how they will decorate them. Students will make their milkshakes according to their flavours. Students will work in the kitchen following all the safety rules working in the kitchen. Students will use different equipment following the safety rules. They will fill their glasses and prepare for the serving.

Year 8

Year eight starts learning about textiles. After that, they are introduced to embroidery and learn about the world and history of textiles. They learn about different materials, tools, and styles of embroidery. For their main project,, they embroider plastic card canvas and make pencil holders, keeping colours and design in mind.

They will then move on to wire art and recall their prior knowledge of lines, shapes and forms they will then plan design and make wire sculptures of the tree using different tools with safety, they will use different ornaments to decorate their wire trees.

Last term, year 8 move to food and technology. They recall previous learning where they will prepare weekly healthy diet plans. They will then recall kitchen hygiene and safety rules. Students will then plan for baking puff pastry, flavours, ingredients, equipment, and managing time.

They will then research commercial packaging and logos, and they will show their knowledge of the nutritional value of the product. At the end of the year, they will plan for cheese cake sales and learn how to budget and cost their product.

Design Curriculum Intent

To enable students to develop an understanding and awareness of the world around them by questioning their surroundings, looking deeply and opening their eyes to fresh perspectives

• To develop and apply art skills such as drawing, painting, sculpting and artistic techniques to communicate an idea and analyse the effectiveness of own artwork

• To be creative, develop their problem-solving ability, and think academically, emotionally, physically and spiritually. They will learn to adopt resilience and focus on applying their technical skills to projects that develop their self-expression

• To respond imaginatively to artist and thematic research and use knowledge of key artists and cultures to inspire their art work. Students develop an understanding of the historical and cultural development of art forms and are taught to evaluate and analyse artworks using subject-specific vocabulary

• To plan and develop meaningful responses for their artwork that realise intentions and demonstrate an understanding of visual language

• To display creative expression, which improves well-being, and supports their study experience. The study of other cultures through Art has strong links with Islamic Studies, History, Geography and English

All students at Redstone Academy study Creative Arts at Key Stage Three and are further allowed to take it as an option at Key Stage 4 along with after school Arts Enrichment Programme.

Design Programme

Year 7

Year 7 begins with an introduction to the 'seven elements of art', which is crucial to their development and comprehension, as these are the 'building blocks of art' which equip the pupils with foundational knowledge which is required throughout the subject. They will create their colour wheel of primary secondary, and tertiary colours using acrylic medium. We will explore Landscapes of Egypt, a cross-curriculum link to Geography where students will recreate a model of the river Nile using various mediums and tools to create.

Pupils will learn the definition of 'still life' and practice still life drawing to develop their drawing and observational skills. They will be introduced to watercolours and taught various techniques along the way. Due to lock down I have allowed the students to gather all their favourite comfort foods and items for their final still life drawing.

Pupils will revisit artist 'Van Gogh', building on their previous knowledge from ks2, introducing oil pastel medium, to recreate the artist's work. All topics are taught

alongside various artists and the usage of different mediums, the pupils will have a good foundation to move forward into improving their skills and gradually build and enhance their imagination and creativity as they move onto the following academic year to further progress.

Year 8

Pupils will begin by learning how to draw 'One Point Perspective' and 'Two Point Perspective' drawings. Revisiting houses and buildings from year 7 (2D drawings), adding a new dimension to how they observe objects and create them in 3D. (Pupils will be studying the Tudor period in History) Moving onto 'Typography/Street Art', students analyse street art and look at work by 'Banksy', pupils work in groups to create a mural built on knowledge of typography perspectives and drawing skills. principles and skills of typography apply to the curriculum.

As Pupils move onto' Islamic art' they will apply mathematical knowledge, using geometry tools for creating Islamic patterns, they will learn how Islamic Art has influenced the world and UNESCO heritage. In PHSE, the students will be taking a trip to a local Church, which will enhance their knowledge of design and patterns, as well as implement the school ethos of respect and tolerance. (trip cancelled due to lockdown). Students will design an Islamic calendar including all elements of Islamic art.

The students will now build on prior knowledge from year 7 on 'Post Impression', this time studying 'Abstract art' and the pioneer Wassily Kandinsky and modern artist David Hockney. They will learn the history of abstract art what colours, shapes, and lines depict, and how emotion and feelings are depicted through abstract art.

After having insight into still life in year 7, Pupils will now focus on the 'Human Anatomy' of the hand. Then finally, making a model of the hand, a professional pottery teacher will conduct a workshop, to aid the pupils in their final piece.

Pupils will end the term with 'tie dye' learn the process involved, and carry out practical tasks on a t-shirt. As well as broadening their geographical knowledge of Asia and learning about the countries renowned for their tie dye production.

Year 9

As we approach the end of Ks3, pupils will study natural forms (In geography, they will learn about earthquakes and volcanoes), explore the aesthetics of nature, and learn how concepts and designs are derived from natural forms. (This is a further advancement of still life, to fine-tune their drawing skills). Students will work with clay to create pots inspired by natural forms.

Pupils move on to 'Fine Art' by studying the famous artist Henri Matisse, also linked to abstract art, this topic will broaden their horizon on various forms of art and the fauvism movement. A fine art workshop will be held by a qualified art practitioner who will provide knowledge on work opportunities linked to art and insight into all forms of fine art and other fine art artists.

Pupils move onto 'Optical Illusion' looking into the works of artist M.C Esher, Patrick Hughes and Bridget Riley. With the many different forms optical illusions take, they will use their previous knowledge of perspective drawings to create a street art illusion on A1 paper.

From illusion to 'Flower Power', it's important they explore contrasting areas in Art, and different forms of nature, so moving onto flowers, they will be using mixed mediums, and learning about seasonal flowers from around the globe, whilst studying famous artist Georgia O Keefee's work.

Having studied houses and buildings in Year 7 and perspectives in Year 8 on buildings, pupils will now gain insight into 'Architecture' alongside famous designer Zaha Hadid. This will increase their knowledge of famous landmarks and buildings from around the globe, as the pupils will be learning about Geography, climate change and the effects on land, students will learn how skyscrapers like 'Burj al Khalifah' were built in the sea to withstand earthquakes and hurricanes.

Pupils will end Ks3 on 'Abstract Art' by studying artist J.V Scarpace. this project will revolve around creating abstract fish, inspired by the artist, to run wild with their imagination and creativity in this piece, using all forms of medium and textures. Implementing techniques, they have developed.