

## Art & Photography Curriculum Intent Statement

### Our unifying 'sentence'

The Art & Photography department inspire the students of HWA to be skilful and independent practitioners of the arts; mindful, enthusiastic and motivated artists, designers and photographers; perceptive and intuitive individuals.

### 1. By the end of their time at Hanham Woods Academy, a student of Art & Photography will:

**Be able to record and communicate their own ideas** and intentions through a varied skillset encompassing drawing, painting, printing, digital photography, sculpture, and ceramics. In response to a variety of briefs and starting points connected with current affairs, historical & contemporary social contexts, science & nature and the world around us students will become perceptive and intuitive individuals. They will be able to demonstrate a high practical understanding of how to select appropriate techniques and processes to realise outcomes.

**Develop as analytical thinkers** by learning how to read artwork, looking for further meaning beneath the surface of the canvas, the colours of the paint, the angles of the sculpture and reading the composition of the painting or photograph, they will develop as emotionally intelligent people. They will understand and be able to demonstrate how others are influenced or inspired by life experiences or current affairs. Students will develop the ability to articulate this through their creative journeys in response to a specific starting point or brief.

**Be ready for further study** and confidently be able to understand and apply more complex techniques and processes and flourish in post-16 and university level study.

**Have enriched their knowledge of art in context through people, places, societies and history.** They will encounter a wide variety of perspectives, voices, cultures and historical contexts that allow them to transcend their immediate context of growing up in a small town in South Gloucester on the edge of the city of Bristol. Art exposes and investigates the human condition: love and loyalty, betrayal and loss, mortality and morality. They will experience and value how art allows us to feel connected in the world by knowing that others share our experiences too.

**Communicate their ideas and intentions with precision, creativity and clarity** by developing an understanding of visual language that enables them to craft their own ideas in a variety of art forms. Students will be able to make judicious choices regarding formal elements, visual texture & tone, 3-Dimensional structure and form to communicate their ideas and intentions to their viewer in a variety of contexts.

**Speak with conviction** so they can form clear opinions on controversial and key topics that are prevalent in the news and in society. **Present meaningful responses** that realise their intentions and demonstrates a high level of understanding of visual language.

**Understand intertextuality and allusions in art** and explore the origins of the domain and therefore be fully immersed in the history of the subject and the works many artists have been inspired by. We want students to be familiar with common allusions often made in the works of art.

**2. In order to achieve a true understanding of Art & Photography, topics have been intelligently sequenced based on the following rationale:**

Intelligent and cohesive starting points have been selected at each key stage which build on the strong foundations of the previous year. This is designed to allow more depth of learning. The topics have been chosen as they permit interleaving, for example, 'Portraiture' in Year 7 will be a good foundation for 'Creatures and Characters' and 'The Natural World' will underpin 'Environments'. In year 9 students follow a scheme of work of Past, Present & Future. Students apply previously taught skills and apply techniques and processes taught following the formal elements of art. Students explore the social and historical contexts of art movement from Historical, to contemporary and then potentially futuristic practice studying current affairs. At Key stage 4 student responds to starting points such as Identity, Messages and Disguise. They learn how to develop ideas in response to other artists and practitioners, they record ideas and intentions through photography and drawing. They experiment with different media and materials to refine ideas and intentions as their work progress. They present a series of personal and meaningful responses that realise their intentions and demonstrates understanding of visual language.

Key artistic knowledge of formal elements in art such as line, shape, space, form, tone, texture, pattern, colour and composition are explicitly taught in depth illustrated through great examples in Art where artists exploit them to communicate their own ideas and intentions to the viewer. This provides rich mental models of these concepts that enable students to confidently remember, analyse and utilise practical and conceptual artistic techniques in their own artwork.

Key knowledge that students need to remember is defined in each unit of work and interleaved throughout the curriculum so that students build on knowledge each year for example relevant knowledge about Portraiture' in Year 7 will be a good foundation for 'Creatures and Characters' in year 8. Content is carefully sequenced following the principles of a mastery curriculum so that students have a full understanding of the knowledge taught.

Oracy and literacy are integral to developing as an artist. Specialist vocabulary, artistic concepts and historical and social contexts are organised in a systematic way so that students can deepen and build upon their understanding as they progress through the curriculum.

**3. The Art & Photography curriculum will privilege the disadvantage by addressing gaps in students' knowledge and skills:**

- By providing opportunities for all students to appreciate a very broad variety of art, we intend to increase the cultural capital of all students.
- By defining an explicit artistic curriculum that teaches academic application of art terms in a systematic way through a strong variety of artistic processes and techniques will close the ability gap and ensure students have the means to express their brilliant ideas.
- All students access the whole curriculum, we believe that through planning and use of direct instruction we can support novice learners to grapple with demanding concepts.

**4. We fully believe art can contribute to the personal development of students at HWA:**

- By selecting a wide variety of artworks from a variety of different representations will provide contrasting viewpoints regarding a range of moral issues, the art curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities; thus, promoting cohesion and empathy.
- Through selecting a variety of starting points at Key Stage 3 in Art such as Portraiture, Creatures & Characters, Past, Present & Future, and Starting points at Key Stage 4 such as Identity, Messages, and Disguise and in Photography, Built Environment, Studio Photography, & Light & Movement, many opportunities for personal development are provided.
- The curriculum promotes underrepresented groups including women, minority ethnic groups, disability, sexuality, Gender and Religion. We do this through artworks and artists in a sensitive way to champion the plight these groups have faced historically. Furthermore, we challenge this struggle in contemporary society.

**5. Opportunities are built in to make links to the world of work to enhance careers, advice and guidance that students are exposed to:**

- Each topic in every unit has career links, where students will explore a profession linked to that unit of work.
- Through taking part in several national art & photography competitions, students will be given the opportunity to become artists and designers gaining insight into this career path and the process and competition involved in becoming a commercial artist.
- We run art & photography extracurricular session where students produce art & photography to keep, exhibit and sell.

**6. A true love of art & photography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- Students are given the opportunity to appreciate artworks from a variety of time periods and cultures ranging from the Impressionists to contemporary artists. Students gain understanding of other cultural concepts such as feminism, black history, equality, equity and class through artistic movements and genres.
- Students are given the opportunity to participate in a variety of art and design clubs and leadership opportunities to improve their environment and setting.