

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area.

Art students undertake various study trips, for Arts Master Classes, Gallery Visits and College and University end of year shows. Our regular visiting practitioners also enhance Art students' visual and contextual experience. Annually, we hold an Arts Week, where all department areas support our theme and enrichment opportunities to raise the profile and experience within the Arts. Our students' work is showcased during Arts Evening which is open to the local community.

We are so proud of our students' work that we love to celebrate this within the community. In 2016 our year 7 students were the 'Overall Winners' of the UK Arts and Minds National Art competition, judged by Gok Wan. In 2017 we were judged as Secondary School winners for our year 8s entry and in 2018 regained the National Overall Winners title. Our students have also won the district and local Rotary Club of the Wrekin Photography and Art and Design competitions, Halls Young Artist competition 2018 and 2020 at The Granary Gallery, Shrewsbury College Fashion Design competition, Walford College Young Artist competition and The Children and Young People's Open Art Exhibition. Our year 11 students GCSE exam pieces have been selected and exhibited in the Mall Gallery, London, as part of the National Students Art Exhibition 2017 and 2018. This year a year 9 students art piece was selected as the winning design for Lyreco and her artwork was made in to a wrap across their delivery vans. Our students have also created several murals within our local and wider community, including at the West Mid Safari, Remembrance murals and Arleston Gateway signs. They have participated in The Big Draw, the Queens Diamond Jubilee parade, at Cosford and Telford Town centres 'Under the Sea' and '50 years of Telford' carnival parade. We are Guinness World Record Holders, as part of the Royal Mail Stamp Design competition 2021.

Year 7 Curriculum implementation

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Colour Theory through Paint - Tint, Shade and Painting Techniques. <ul style="list-style-type: none"> Knowledge of colour theory, including temperature of colours; primary, secondary and tertiary colours. Skills emerging with mixing 	Impressionists, Aboriginal Painting and Julian Opie Self Portrait. <ul style="list-style-type: none"> Learning about Impressionism, Pop Art and Aboriginal Art. Exploring how colour can be used to represent 	Formal Elements Assessment: Painting techniques, critical and contextual understanding , Formal Elements: Colour, Line and Tone focus.	Portraiture Printing - Printing Techniques: Mono, Block, Collotype and Silk Screen. <ul style="list-style-type: none"> Learning how to evaluate their own and others' work. Learning the basics of 	Pop Art (Warhol), Modern Art (Hundertwasser Architecture - ART TEXTILES). <ul style="list-style-type: none"> Exploring the work of other cultures in the world. Knowledge about the work of Giacometti, Warhol, Jim Dine 	Formal Elements Assessment: Printing techniques, critical and contextual understanding , correct equipment usage, Formal Elements: Pattern,	Drawing Focus - Tone, Shade and Negative Space. Exploring the creation of Art using mixed media. The Shed Project. <ul style="list-style-type: none"> Learning to see drawing from direct observation. Exploring drawing 	Mark Making - Vince Low, Collaborative drawing. <ul style="list-style-type: none"> Learning how to use scribbling drawing technique. Revising how to create original work influenced by 	Formal Elements Assessment: Drawing techniques, critical and contextual understanding Formal Elements: Line, Tone, Shape and

secondary and tertiary colours. <ul style="list-style-type: none"> • Creating graduation through applying tint and shade. • Exploring colour and how it is used. • Exploring painting the Formal Elements line, tone, shape and colour. 	emotion and feelings. <ul style="list-style-type: none"> • Learning how to talk about their own and others' work. • Learning how to create original work influenced by the work of others. • Exploring Pointillism, Flat painting and Impasto. 		mono, block, collotype and silk screen printing. <ul style="list-style-type: none"> • Learning how to create a repeated print and tessellation • Learning about the ½ way rule and basic head proportions 	and Hundertwasser <ul style="list-style-type: none"> • Exploring the creation of Art using Textiles. • Learning basic sewing techniques, including applique, embellishments, French knot, running, back and blanket stitch. 	Colour and Texture focus.	techniques, including blind and speed drawing. <ul style="list-style-type: none"> • Exploring a range of drawing techniques including colour bending, hatching, cross-hatching, smudging, tonal values and stippling. 	the work of others. <ul style="list-style-type: none"> • Investigating faces from around the world. • Researching into other cultures, architecture and language. 	Composition focus.
Colour Theory through Paint			Portraiture Printing			Drawing Focus		

Art History underpins the practical work. Relevant contextual artists, designers, architects, craftspeople and photographers support the projects and themes.

Year 8 Curriculum implementation								
1 Landscapes – Architecture. One and two Point Perspective, Abstract (Twombly) and Expressionist Artists (Kandinsky). <ul style="list-style-type: none"> • Understanding Abstract Art. • Learning about Perspective, Horizon line and Vanishing Points. • Discovering 	2 The Four Seasons - Water Colour Painting, Colour and Emotions. <ul style="list-style-type: none"> • Learning how one piece of Art can be a catalyst for another and that Art is connected. • Revising and developing use of paint. • Learning how to use water colour 	Formal Elements Assessment: Drawing and Painting techniques, critical and contextual understanding , Formal Elements: Colour, Tone, Line, Texture, Pattern, Composition	3 Culture/Civil Unrest, Remembrance <ul style="list-style-type: none"> • Revising the Formal Elements. • Exploring the work of other cultures in the world. • Learning how to analyse artists, work. 	4 Picasso, Guernica – Cubism. <ul style="list-style-type: none"> • Revising how to create original work influenced by the work of others. • Further developing talking about their own and others' work. • Learning how to use chalk and charcoal 	Formal Elements Assessment: Drawing and Making techniques, critical and contextual understanding , Formal Elements: Form, Tone, Line, Texture, Pattern, Composition,	5 3D Construction - Clay/Cardboard/ Mod Roc. <ul style="list-style-type: none"> • Learning how to work in three dimensions. • Learning how to use and manage cardboard, clay or mod roc appropriately. • Making Cardboard 	6 Photography. <ul style="list-style-type: none"> • Learning about Photographers. • Knowledge of basic camera functions. • Skills emerging with using a camera. • Recording from direct observation. • Exploring editing and digital software. 	Formal Elements Assessment: Creating techniques, critical and contextual understanding , Formal Elements: Texture, Pattern, Form, Shape and Composition focus.

<p>the work of Twombly and Kandinsky.</p> <ul style="list-style-type: none"> Revising the use of line, pattern, composition, shape, texture, colour and tone. 	<p>paint to explore the formal Elements.</p> <ul style="list-style-type: none"> Understanding how colour can be used to represent emotion and feelings. Discovering how Music and synesthesia can inspire Art. 	and Shape focus.	<ul style="list-style-type: none"> Talking about their own and others' work. Discovering how the world around us and current affairs/ events influences Art and the work of others'. 	<p>to explore the Formal Elements.</p> <ul style="list-style-type: none"> Understanding Guernica, Cubism, Fragmentation Line, Tone, Colour, Shape and Form. 	Colour and Shape focus.	<p>properties and corrugation.</p> <ul style="list-style-type: none"> Discovering Clay making and sculpting techniques, including Coil, Slab and Thumb Pot. Understanding health and safety, when using new tools and medium. 	<ul style="list-style-type: none"> Exploring the Formal Elements composition, line, tone, shape, texture and colour through Photography. 	
Abstract Landscapes			Culture/Civil Unrest			3-Dimensional Construction		

Year 9 Curriculum implementation

Year 9 teaches further understanding of the WJEC GCSE Assessment Objectives, whilst ensuring clear progression of knowledge and skills taught in years 7 & 8.

1	2		3	4		5	6	
<p>A Bug's Life CP1 AO1</p> <ul style="list-style-type: none"> Learning about a range of historical and contemporary artists in response to a brief. Learning how to analyse artists, designers and craftspeople's work. Effectively talking about their own and others' 	<p>A Bug's Life CP1 AO1</p> <ul style="list-style-type: none"> Revising the Formal Elements. Extending skills in a range of materials and techniques, including pencil, paint, collage, 3D and mixed media. Revising how to create original work 	<p>Developing ideas through investigations, demonstrating critical understanding of sources.</p>	<p>A Bug's Life CP1 AO1/AO3</p> <ul style="list-style-type: none"> Revising learning to see drawing from direct observation Revising how to use colour pencil to explore the Formal Elements. Revising how to 	<p>A Bug's Life CP1 AO2/AO3</p> <ul style="list-style-type: none"> Revising how to create original work influenced by the work of others. Understanding how to create original work in response to a theme. Further extending skills in a range of materials and 	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>A Bug's Life CP1 AO2/AO4</p> <ul style="list-style-type: none"> Understanding how to create work in response to a theme. Revising how to create original work influenced by the work of others. Reinforcing understanding of how to evaluate work and 	<p>A Bug's Life CP1 AO4</p> <ul style="list-style-type: none"> Understanding how to create a successful final piece. Showing understanding of how to create personal work in response to a theme. Demonstrating they can exhibit skills in a range of 	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

<p>work.</p> <ul style="list-style-type: none"> ● Creating original work influenced by the work of others. ● Building upon research skills and knowledge of how to record this information in a personal and meaningful way. 	<p>influenced by the work of others’.</p> <ul style="list-style-type: none"> ● Learning how to evaluate work and how a project is assessed using WJEC objectives. 		<p>collect first-hand research.</p> <ul style="list-style-type: none"> ● Recording from direct observation, making informed decisions and reasoned judgements. 	<p>techniques.</p> <ul style="list-style-type: none"> ● Learning how one piece of Art can be a catalyst for another and that Art is connected. ● Demonstrating decision making and an ability to review and refine work and ideas, as they progress. 		<p>how the assessment objectives are used at GCSE.</p> <ul style="list-style-type: none"> ● Increased confidence talking about their own and others’ work. 	<p>materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media.</p> <ul style="list-style-type: none"> ● Revising how to evaluate their own project and end piece against the assessment objectives. 	
A Bug’s Life Coursework Portfolio 1 AO1			A Bug’s Life Coursework Portfolio 1 AO1, AO2 & AO3			A Bug’s Life Coursework Portfolio 1 AO2 & AO4		

Year 10 Curriculum implementation					
<p>1 & 2</p> <p>Coursework Portfolio AO1</p> <ul style="list-style-type: none"> ● Understand how to review and refine research. ● Revising evaluating and interpreting and analysing the work of others. ● Revising how to create original work influenced by the work of others. ● Reinforcing understanding of how to evaluate work and how 	<p>Developing ideas through investigations, demonstrating critical understanding of sources.</p>	<p>3 & 4</p> <p>Coursework Portfolio AO3</p> <ul style="list-style-type: none"> ● Understanding how to collect first-hand research in response to a theme. ● Developing a command of painting and paint management. ● Developing a commanding of drawing, with tone, detail and colour management; using a variety of mediums. 	<p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>5 & 6</p> <p>Coursework Portfolio AO2</p> <ul style="list-style-type: none"> ● Further understanding how to create a successful final piece. ● Showing understanding of how to create work in response to a theme. ● Demonstrating they can create original work influenced by the work of others. 	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>

<p>the Portfolio unit is assessed using WJEC objectives.</p> <ul style="list-style-type: none"> Confidence talking about their own and others' work. Learning how to present research and development in a sketchbook. 		<ul style="list-style-type: none"> Showing mastered drawing skills from observation. Confidence demonstrating the Formal Elements composition, line, tone, shape, texture and colour through Photography. 		<ul style="list-style-type: none"> Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, collage, 3D, print and mixed media. Refining and reviewing their work, as it develops. Discussing and annotating ideas, thoughts and feelings. 	
Year 10 GCSE 'THIS IS ME' CP1					

Year 11 Curriculum implementation							
1 & 2		3	4		5	6	
Coursework Portfolio AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	EST AO1	EST AO3	Developing ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques	EST AO2	EST AO4	Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates understanding
<ul style="list-style-type: none"> Understanding how to conclude final piece design ideas. Demonstrating a material exploration with annotated outcomes and self-reflection. Able to create a maquette and suggest any alterations needed prior to the end piece. Understanding how to create a 		<ul style="list-style-type: none"> Confidence choosing a suitable starting point from the WJEC EST paper. Review and refine research with independence. Evaluating, interpreting and analysing the work of others. Create original work influenced by the work of others. Understand how to evaluate work and how the EST unit is assessed 	<ul style="list-style-type: none"> Collect first-hand research in response to chosen theme. Demonstrating a command of painting and paint management. Demonstrating a command of drawing, with tone and colour management; using a variety of mediums. Showing mastered drawing skills from observation. 		<ul style="list-style-type: none"> Creating a series of final piece ideas, in response to their chosen theme. Demonstrating they can create original work influenced by the work of others; historical and contemporary. Demonstrating they can exhibit skills in a range of materials and techniques, including pencil, pastel, paint, 	<ul style="list-style-type: none"> Conclude final piece design ideas. Demonstrating a material exploration with annotated outcomes and self-reflection. Able to create a maquette and suggest any alterations needed prior to the exam end piece. Creating a successful timed end 	

<p>successful timed end piece.</p> <ul style="list-style-type: none"> Confidence evaluating own outcomes and successes. 		<p>using WJEC objectives.</p> <ul style="list-style-type: none"> Confidence talking about their own and others' work. 	<ul style="list-style-type: none"> Confidence demonstrating the Formal Elements composition, line, tone, shape, texture and colour. 	<p>and processes.</p>	<p>collage, 3D, print and mixed media.</p> <ul style="list-style-type: none"> Refining and reviewing their work, as it develops. Annotating ideas, thoughts and feelings. 	<p>piece, that realises its intentions.</p> <ul style="list-style-type: none"> Confidence evaluating own outcomes and success. 	<p>ding of visual language.</p>
<p>Year 11 CP1 completion and EXTERNALLY SET TASK (EST)</p>							