

Huntington Art Department Curriculum Intent

In the Art Department we aim to develop and deliver a curriculum that nurtures critical thinking and visual literacy through an engaging and supportive creative environment. Our curriculum is designed to develop independence through a range of differentiated and structured projects, where all students are encouraged to take risks without fear of failure. At Huntington, students will build and develop technical skill whilst studying the formal elements of Art and Design. We will experiment with a range of materials and media, revisiting, reflecting and refining processes and techniques at each Key Stage. All students will develop a knowledge of a range of artists, designers and craftspeople, from historical and contemporary art. We want all our students to be curious, encourage and explore new ideas that promote critical and reflective discussion. Drawing is incredibly important to us at, it is the oldest form of human communication; the universal language of drawing is used as a tool for learning, expression and invention. Drawing underpins everything we do at Huntington and is where all students begin.

	Key Stage 3 <i>Drawing and exploring the Formal Elements underpins everything we do.</i>			Key Stage 4 <i>Drawing and exploring the Formal Elements underpins everything we do.</i>	Key Stage 5 <i>Drawing and exploring the Formal Elements underpins everything we do.</i>
	Year 7	Year 8	Year 9	Year 10 and 11	Year 12 and 13
Project Theme	Identity Natural Forms	Buildings and Features Still Life and Cubism	Modern Icons Perspectives	Further work 1 (choice of themes) Sustained Project Externally Set Assignment (themes set by exam board)	Personal Investigation (choice of theme) Externally Set Assignment (themes set by exam board)
KNOWLEDGE: Developing skills, historical knowledge, continually building on prior learning.	<p>Basic drawing skills and introduction of formal elements. Line/Tone/Shape/Form Pencil shading – tonal values and gradients.</p> <p>Colour theory and basic painting skills. Use of acrylic and watercolour paints.</p> <p>Beginning to use a sketchbook.</p> <p>Introduction to clay and ceramic process.</p> <p>Introduction of artists relevant to theme. How to analyse artists work.</p>	<p>Formalised drawing skills and development of formal elements. Line/Tone/Shape/Form Pencil shading – tonal values and gradients – deliberate practice.</p> <p>Colour theory and basic painting skills. Exploring colour combinations.</p> <p>Beginning to use a sketchbook.</p> <p>Introduction to 3D construction/relief.</p> <p>Introduction of artists relevant to theme. Analysis of artists work in more depth.</p>	<p>Formalised drawing skills and continued development of formal elements. Line/Tone/Shape/Form</p> <p>Pencil shading – tonal values and gradients – deliberate practice.</p> <p>Colour theory and basic painting skills. Exploring colour combinations with confidence.</p> <p>Using a sketchbook to show development of a theme and ideas.</p> <p>Introduction to printmaking – oil pastel monoprints and brusho.</p> <p>Introduction to digital artwork.</p> <p>Development of work in 3D media with learner autonomy.</p>	<p>Developing confidence using a range of techniques and building skill base with large thematic sheets and given mini theme for first half term. Introduction to theme, learner ownership of imagery from start and continued develop of formal elements encouraging deliberate practice. Confident use of a sketchbook to show development of chosen theme.</p> <p>Further development of acrylic painting techniques in more depth. Explore the wide variety of materials available for mixed media approaches. Development of printmaking techniques. Continued development of digital media, using Ipads and/or Photoshop. Working on larger scales and different surfaces.</p> <p><i>Artists looked at are selected by students and dependent on themes, and often in response to contemporary issues.</i></p>	<p>Range of techniques introduced in first term worked on a large scale. Pencil/graphite/charcoal/inks/pens. Using materials in unfamiliar ways, installation, video and sound art. Oil and acrylic painting workshops. Printmaking using the press, monotype, lino and mono print. Digital art – introduction to Ipad apps and potential of digital media.</p> <p>Introduction to theme, learner ownership of imagery from start and continued develop of formal elements encouraging deliberate practice.</p> <p>Range of artists explored and discussed often in response to events such as Turner Prize.</p> <p><i>Artists looked at are selected by students and dependent on themes, and often in response to contemporary issues.</i></p>

	<p>How to analyse your own and others work, making thoughtful comparisons.</p> <p><i>Artists looked at but not limited to:</i></p> <p><i>Leonardo da Vinci Joseph Cornell Georgia O' Keeffe Peter Randall-Page Kate Malone</i></p>	<p>How to analyse your own and others work, making thoughtful comparisons.</p> <p><i>Artists looked at but not limited to:</i></p> <p><i>Ian Murphy Rob Wilson Georges Braque Pablo Picasso</i></p>	<p>Introduction of artists relevant to theme.</p> <p>Analysis of artists work in more depth.</p> <p>How to analyse your own and others work.</p> <p><i>Artists looked at but not limited to:</i></p> <p><i>Jean-Michel Basquiat Banksy Viera da Silva Bridget Riley Victor Vasarely Mary Martin</i></p>		
<p>CREATIVE IDEAS:</p> <p>Being curious, industrious and imaginative.</p>	<p>Introduce the idea of a personal response.</p> <p>More artistic and critical influence when creating, discussing and making work.</p> <p>To be able to articulate ideas clearly and with some confidence.</p>	<p>Develop the idea of a personal response.</p> <p>More artistic and critical influence when creating, discussing and making work</p> <p>To be able to articulate ideas clearly and with developing confidence.</p>	<p>Confidently develop the idea of a personal response.</p> <p>More artistic and critical influence when creating, discussing and making work.</p> <p>To be able to articulate ideas clearly and with confidence.</p>	<p>Exploring ideas from a choice of given themes.</p> <p>Developing further ideas which change /develop as you try different things.</p> <p>Make pictures and notes that connect to the theme and move your ideas forward.</p>	<p>To confidently record ideas, observations and insights relevant to intentions.</p> <p>Consider out of the box options when making and creating work, not limiting to the traditional and expected.</p>
<p>RESILIENCE:</p> <p>Responding to feedback maturely and with perseverance.</p>	<p>Students are encouraged to take some risks in work/ideas and embrace mistakes as steps to progress.</p>	<p>Students are encouraged to take risks in work/ideas and embrace mistakes as steps to progress.</p>	<p>Students are encouraged to take risks in work/ideas to see how this can form new ideas.</p> <p>Embracing mistakes as steps to progress, and encouraging serendipity.</p>	<p>Embracing mistakes as steps to progress, and encouraging alternative ideas as a means to develop work.</p> <p>Taking on board teacher feedback in the spirit it is intended – to help make progress.</p> <p>Learners moving work in new directions independently and with growing confidence.</p>	<p>Embracing mistakes as steps to progress, and encouraging alternative ideas as a means to develop work.</p> <p>Taking on board teacher feedback in the spirit it is intended – to help make progress.</p> <p>Learners moving work in new directions independently and with authority.</p>
<p>REFLECTIVE:</p> <p>Considering improvements in your work.</p>	<p>Begin to question decisions you make whilst working and making.</p> <p>Turning off the auto-pilot.</p>	<p>Begin to embed purpose and to question decisions you make whilst working and making.</p> <p>Turned off auto-pilot.</p>	<p>A growing independence to question decisions you make whilst working and making.</p> <p>Turned off auto-pilot.</p>	<p>Improving work by making suitable choices and changes. Being able to present a portfolio of evidence that is coherent and exciting, making clear connections with artists and appropriate sources.</p>	<p>Demonstrating a confident and highly developed ability to reflect critically on work and progress.</p> <p>Discussions with class critiques.</p> <p>Improving work by making suitable choices and changes. Being able to present a portfolio of evidence that is coherent and exciting, making clear connections with artists and appropriate sources.</p>
<p>CONFIDENT:</p> <p>The belief you will 'get there'.</p>	<p>Building confidence, see for themselves that they can do it.</p> <p>Tasks set that students can access with a growing confidence.</p>	<p>Building confidence, see for themselves that they can do it.</p> <p>Tasks set that students can access with a continual growing confidence.</p> <p>More ownership of the personal response and student input, including a developing dialogue between their ideas and what can/will/should work.</p>	<p>Building confidence, see for themselves that they can do it.</p> <p>Developing an ownership of the personal response and student input, including a developing dialogue between their ideas and what can/will/should work.</p>	<p>Ownership of the personal response and student input, including a dialogue between their ideas and what can/will/should work.</p> <p>Independently explore ideas and experiment with growing confidence.</p>	<p>Ownership of the personal response and student input, including a dialogue between their ideas and what can/will/should work.</p> <p>Independently explore and experiment with complete confidence.</p>

Feedback

Learners will receive both verbal and written feedback throughout the year.

- Verbal feedback: When engaged in practical activities learners will receive verbal feedback based on their practical skills and outcomes. Clear targets for development and improvement will be communicated in lesson time.
- Written feedback: Learners will receive written feedback that indicates what is needed to improve this will be evident across a project at least twice. There is no expectation that every piece of work will receive written feedback.
- There will be DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments.
- Learners will carry out peer and/or self-assessment at least twice throughout a project.

Feedback via TEAMS: students will receive feedback on uploaded artwork.

Assessment

Verbal feedback on practical skills/comment marking throughout the project.

Practical tests: learners will complete a drawing task at the start of the year and the same task again during assessment week.

Summative: learners evaluate their progress at the end of the project and receive a teacher assessment grade in line with the school policy.

Homework

Frequency:

Homework tasks will be set as and when appropriate related to the learning objectives of each lesson. Extended learning may be on TEAMS as appropriate based on the content covered during lessons.

Types of tasks

- Observational drawing from life or image.
- Research an artist or designer.
- Bring resources for the lesson such as a cardboard box – this is normally optional and we will support students with resources where we can.
- Complete a class task
- Creative an alternative idea to one created in lesson.
- Improvement and use of DIRT time to reflect and address feedback.

How can I support my child

Encourage with drawing tasks, reminding to look carefully when doing observational work. Thinking about how the work looks, how it is presented on the page. Mindful of the proportion and shape, does this look how I need it to?
Encourage engagement in tasks and self-reflection/questioning what has been made. How can I make this more interesting/have an accurate shape/use the space.

Encourage a curious mind when, making, drawing and creating.

[Tate Kids](#)

[Welcome \(studentartguide.com\)](#)