

# Art Department

## Intent

From beautifying the surroundings to helping us to express ourselves and alleviating stress and anxiety, art is essential for physical, emotional, and mental wellbeing. Everything that we see around us, that has been made by humans, has been through a design/artistic process prior to manufacture.

Therefore, it is our intention at Thornden Art department to deliver a curriculum that enables students to really understand the importance of the subject within a wider context as well as giving them the experience of a wide variety of image making techniques.

Students should leave Thornden Art department having become more visually literate in this world of increasingly image-based communication and well prepared to further their studies in Art. They will have the understanding, skills and ability to create images and objects that reflect the highest standard to which they can work and become enthusiastic, creative risk-takers.

We encourage them to take control of their own projects, leading to a greater understanding of project management, focus, patience, resilience, problem solving, self-expression and organisation. They will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

## Implementation and sequencing

### What we do

Our curriculum is planned so that we deliver a minimum of three projects over the academic year at KS3 and 2 projects at GCSE level. The key skills of drawing and painting are re-visited throughout the 5 years. Students are introduced to a range of new materials, processes and techniques which will improve the skill level in a number of areas, such as: ceramics, traditional painting and drawing, and digital image-making.

Year 7 is an introductory year that is structured effectively to explore the formal elements of art – line, shape, colour, tone, texture and pattern. The first half term is spent focusing on teaching students fundamental drawing skills. They then cover 3 projects during the year allowing them to focus on line and pattern in their Zentangle project, colour in their Fauvist painting project and texture in the Collagraph printing project. They begin to develop their design skills through these projects and explore a range of artists' work.

In Year 8, students complete projects based around 3 different themes – the first explores the theme of Animals to produce a lino print. The second introduces students to the basics of Portraiture, where they learn about the facial proportions and how to draw the facial features. This project culminates in the design and creation of a clay Gargoyle mask. The final project allows them to explore the theme of Still-life in a Cubist style.

Year 9 are taught on a rotation basis (timetable allowing) so that they are able to experience the 3 disciplines that we offer at GCSE – Fine Art, Graphic Communication and

3D Art. Over the course of the year they learn about Expressionist portraits, Jomon Pottery and digital portraits inspired by designer Magdiel Lopez.

All years produce a range of 2d and 3d work using a variety of different materials and techniques. Our schemes of work suggest artists for each project but staff are also able to introduce their own, as long as the key processes and techniques are still covered by all students.

In Year 10, students study 2 topics – Natural forms and Portraiture. A trip to Kew gardens is used as a photography stimulus for the Natural Forms project. They are introduced to different artists at the start of the year, allowing them to investigate each one whilst learning about different media and techniques. Their Year 10 exam is the catalyst for the Portraiture project and this allows them to research and develop work on their chosen artist independently.

In Year 11 students continue to expand their work on the theme of Portraiture, researching and responding to appropriate artists before developing their own ideas and outcomes. This builds upon the skills previously developed whilst allowing students more independence and personal creativity. Students go on to complete preparatory work for their Component 2 NEA on a choice of themes set by AQA before sitting their ten-hour exam in the summer term.

Over the course of the year, the department provides a range of extra-curricular opportunities to further broaden and develop student knowledge and understanding. Several after school and lunchtime clubs take place including 'Awesome Art' and Clay Club for Year 7, Experimental painting for Year 8, and a Lino Printing group for Year 9. We also run a range of after school sessions for key stage 4 students to work on their GCSE projects.