

Our Curriculum Intent

Our art curriculum develops **all students** into **curious artist designers**, who are **critical thinkers** and **confident communicators** through **visual, written and linguistic forms**. We provide our students with a wealth of **art making** and **art object experiences**; through both we learn about different times, different cultures, and differing views and beliefs. Through the study and appreciation of art, our students explore what it means to **be human** and to **be alive**.

All students

- We are ambitious for, and have high expectations of, all of our pupils and know that every student can experience success in art through careful sequencing of the curriculum, establishing schemas of creative process and high-quality, research-informed teaching and learning.
- We believe that every student at Walthamstow Academy, regardless of prior or current attainment or skill, has the right to experience the full spectrum of art history across global cultures and develop their practical skills and the spoken, written and visual literacy to enable them to share and communicate their experiences.
- Our consistent use of explicit direct instruction and attention to application of artistic skills across all classes ensures all students make progress in art, including those with SEND, art is for everyone.

Confidence

- Through our curriculum delivery, will be able to confidently articulate how art and design both reflect and shape our history, contributing to the culture, creativity and wealth of our world.
- We recognise and promote that there is a wide range of success criteria available to evaluate and appreciate creative works, both in the wider world of art and in the art and design spaces at Walthamstow Academy. This helps students to understand value attributed to works.
- At Walthamstow academy students gain pride through recognising value in their own work.

Reasoned judgements and analysis of image and language

- Our curricular approach enables students to think critically and develop a more rigorous understanding of art and design.
- Through the development of strong reasoning and analytical skills, we want our students to appreciate the beauty, creativity and communicative power of the visual arts.

Development of a wide range of proficient artistic skills

- Our art and design curriculum engages, inspires and challenges pupils, equipping them with the applied knowledge and skills to experiment, invent and refine their own works of art, craft and design.
- Art, Design and Photography empowers our students to work in future fields as diverse as architecture, interior design, fine art, medicine and marketing.

The principles of our curriculum are:

- Investigation of a diverse range of art history, including contemporary artists
- Construct personal responses to stimuli, include the work of artists and designers
- Experiment with a wide range of 2D, 3D and digital materials to create art objects
- Develop and refine creative skills
- Use a range of techniques to record and communicate observations as a basis for exploring ideas
- Purposeful evaluation of their own and others' creative work

Our Curriculum Progression Model

When sequencing material we aim to strike a thoughtful balance between introducing new ideas, materials and processes, emphasising links between art history and pupils' need to spend time developing practical skills so that they are successful. For example, students are taught the basics of using the grid method to aid drawing in year 7, students apply this knowledge in year 8 to accurate recreations of facial features, by year 9 students are using this method fluently to enlarge and reduce their own imagery while maintaining the drawings accuracy in a variety of scales. Our curriculum is intelligently sequenced to allow students to apply their prior learning, and at regular intervals we introduce new material in small steps to develop their appreciation, knowledge and skills in art, design and photography. We do more than teach students; we create artists and designers.

KS3

- *In KS3 we ingrain our core principles. We prioritise developing students' automaticity in art and establish these principles as learning habits.*
- *Much of Key Stage 3 focuses on developing students' understanding of what art is and how artists go about making it, which will enable them to progress through our curriculum.*
- *Through the art history elements we highlight the connections between the artists' context, their time, culture and unique life experiences; how these relate and influence the art objects that they make, also the wider world impact these then have. This enables students' to appreciate a love of art at KS3 and sets them up for deeper and broader art history exploration at KS4, KS5 and beyond.*

KS4

- *Our curriculum continues to be sequenced methodically at KS4; pupils build on the knowledge and skills developed at KS3 through developing their own responses from primary imagery, developing through experimentation and adapting to new stimuli as their work progresses.*
- *At KS4 more complex materials and creative processes are introduced. Students learn a broad range of techniques in year 10 before they select their preferred mediums in year 11.*
- *In year 10 students across all three disciplines (art, 3d design and photography) complete three coursework starter projects. These projects develop students' knowledge across different genres. Students then pick one of these projects to continue to develop into their full coursework project in year 11. This approach ensures greater understanding of the discipline they are pursuing before they specialise in one area, develops students' independent working and evaluation, and provides constant opportunities for interleaving of content.*

KS5

- *In year 12 we intentionally break students out of an outcome based model of working to focus on the development and refinement of imagery and ideas. We provide students with opportunities to uncover their own personal creative style, visual genre and material preferences. These elements establish students on their own individual creative journey providing all the pre-requisite knowledge for their year 13 course.*
- *We cover specific formal elements in greater depth. Students do in-depth study of composition, for example using Picasso's "Las Meninas" series as a model where he reworked a famous images composition 58 times; students develop an understanding both of a range of approaches to composition and their own compositional preferences.*

Progression between Key Stages

- *The Year 7 curriculum builds on and develops the Key Stage 2 National Curriculum. Though we know our students come to us with a variety of different art experiences, we focus on closing gaps in prior knowledge and ensuring that students master key skills and concepts that will form the basis of their future study of art at Walthamstow Academy.*
- *Throughout our Key Stage 3 curriculum pupils make connections between art history and art making, for example investigating Rachel Whiteread's "House" instillation challenges students concepts of sculpture but is supported by practical positive/ negative space practical activities. Through studying both history and making together, students gain a better understanding of both and the concepts behind them, which they can then apply to their own art and design. Challenge in our Key Stage 3 art and design studios comes through application to new, more challenging concepts.*
- *At Key Stage 4, in addition to a core body of content taught to all students, more highly attaining pupils begin to take on ownership of their art and design content and working habits, and begin to develop their own artistic voice.*
- *In Years 12 and 13, art and design at WA builds on prior knowledge to explore the curriculum in greater depth, for example, a diversity of ways visual information can be obtained and recorded beyond drawing and photography.*

Progression beyond Walthamstow - University and Careers

- *The majority of our KS5 students progress into art/ design based university courses and careers. A small proportion do not, however these students leave our courses equipped with highly-valued skills including problem solving, self reflection, analytical thinking and high quality research skills.*

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 7 Curriculum Overview: We close gaps in prior learning by establishing a foundation of students understanding, art history exposure and making experience. We establish the understanding that there is a range of criteria by which we can assess and quantify value in art.			
Year 7 Cycle 1	<p>Unit Title: What is art? Through the study of a wide range of artists including traditional masters and contemporaries, approaches, themes and genres, we explore the diversity of what is called "visual art". We encourage students to develop their own preferences and opinions. Alongside this we introduce a range of drawing approaches beyond drawing a line around an object.</p> <ul style="list-style-type: none"> • Drawing: draft sketch • Mixed media • Proportion • Clay hand modelling • Mark making • Casting • Drawing: grid method • Drawing: block technique • Drawing skills: eclipses 	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	The National Gallery, London. https://www.nationalgallery.org.uk/
Year 7 Cycle 2	<p>Unit Title: How art is made. We continue students foundational knowledge, understanding and experience through exploring the formal visual elements of art and design:</p> <ul style="list-style-type: none"> • Colour • Value • Space • Form • Texture • Line • Pattern • Composition • Scale • Shape • Viewpoint <p>We establish the historic connection between art and science innovation through the materials we make art with. Students will learn a wide range of skills in different materials and techniques.</p>	Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.	Tate Modern, London. https://www.tate.org.uk/visit/tate-modern
Year 7 DT	<p>Unit Title: what is design and technology? This unit is designed as an introduction to design and technology through the analysis of 20th century chairs. Students will learn about and develop skills in:</p> <ul style="list-style-type: none"> • The processes of mass production • A range of materials and material properties • Sketching for design communication, rendering and isometric drawing • To mould and assemble 	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each.	The Design museum, London. https://designmuseum.org/
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 8 Curriculum Overview: In year 8 we explore the theme of identity through various forms, mediums and uses.			
Year 8 Cycle 1	<p>Unit Title: Power portraits. We explore how art communicates identity, has impact, expression and generates meaning. Artist skill isn't a mystery, we demystify portrait drawing and demonstrate that accurate drawing is a skill which can be taught and learnt.</p> <ul style="list-style-type: none"> • Stenciling • Painting acrylic • Drawing: grid method • Chalk and oil pastel • Modelling • Clay pinch pot • Cut out • Mixed media • Mixed media group work 	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	The National Portrait Gallery, London. https://www.npg.org.uk/
Year 8 Cycle 2	<p>Unit Title: Body adornment. Body Adornment is both a historic and contemporary tradition across cultures. How we dress, how we decorate and present our bodies, how we celebrate. Students will learn about:</p> <ul style="list-style-type: none"> • We continue to explore ideas of identity, but through 3d forms. • We learn the figure proportion techniques of artists and designers. • Clay • Construction • Painting • Wire modelling • Textiles: loom weaving • Braiding and wire modelling • Recycled Modelling • Construction • Drawing 	Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.	Fashion and Textile Museum, London. https://fashiontextilemuseum.org/ Fashion Space Gallery, London. https://www.arts.ac.uk/colleges/london-college-of-fashion/student-life-at-lcf/facilities/fashion-space-gallery

Year 8 DT	Unit Title: Identity: functional jewellery Students will learn and develop skills asking them to imagine the future of wearable technology: <ul style="list-style-type: none"> • Examples of functional jewellery from signet rings to earrings which are directional speakers to double as headphones • Concept and prototyping • Isometric, 1- and 2-point perspective drawing 	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each	The British Museum, London. https://www.britishmuseum.org/
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 9 Curriculum Overview: In year 9 we shift our delivery of lessons to give students insight into the KS4 curriculum style; students develop and extend imagery and ideas from primary imagery.			
Year 9 Cycle 1	Unit Title: Monuments. A 3d project exploring public artworks made to remember people and events. Students will learn about: <ul style="list-style-type: none"> • 3d processes: modelling, carving, construction, assemblage and casting • Art made with intention- art made to meet a specific brief, function, to be site or non-site specific • Art with significance- universality, longevity and activism 	Multiple choice quiz on art history element. Completed under exam conditions in school in January. 30mins duration.	The British Museum, London. https://www.britishmuseum.org/ The John Sloane Museum https://www.soane.org/
Year 9 Cycle 2	Unit Title: TAGS. We explore how art meets text and has done throughout history. Students will learn about: <ul style="list-style-type: none"> • Typology, illustration and graphic design • How text meets art in different cultures: Islamic Art, Medieval and Renaissance manuscripts • One and two point perspective drawing • Developing an idea from primary imagery 	Multiple choice quiz on art history element. Completed under exam conditions in school in April. 30mins duration. Practical exam 55mins duration. Completed under exam conditions in school in June.	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/
Year 9 DT	Unit Title: Commemoration. Designed to complement the year 9 Art Monuments unit, in DT students will be studying the design of architecture and spaces which are specifically designed to celebrate, remember and open a discussion on events, moments in time or historic people. Students will learn about: <ul style="list-style-type: none"> • The development of design briefs • Architecture and the design of spaces • Orthographic and plan view drawing • The properties of materials and changes in material choices due to internal or external use • Independent research skills through structured homework's 	Assessment will be through multiple choice quizzes completed under exam conditions in school in January and April. 10min duration each	Westminster Abbey, London. https://www.westminster-abbey.org/ St. Paul's cathedral, London. https://www.stpauls.co.uk/visit-us
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview: All year 10 projects are designed to engrain our core principles, student experience across a wider range of materials, processes and techniques, and exposure to key subject genres.			
Year 10 Art HT1+2	Unit Title: hands, faces and figures Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: portraits • Themes: identity • Printmaking: extending students skills, with the addition of lino and dry point etching • Drawing, artists hacks: facial and figure proportions • Literacy: written image analysis addressing the areas of context, form, process and mood 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	Tate Britain, London. https://www.tate.org.uk/visit/tate-britain
Year 10 Art HT3+4	Unit Title: natural forms Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: still life • Themes: ecology, nature • 3d processes: ceramics, casting, modelling 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (ppe).	The Natural History Museum, London. https://www.nhm.ac.uk/
Year 10 Art HT5+6	Unit Title: my surroundings Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: landscape, urban/ cityscape • Themes: environment • Drawing in perspective, including aerial perspective • Digital arts- photography, editing 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (ppe).	William Morris Gallery, Walthamstow. https://www.wmgallery.org.uk/
Year 10 3d design HT1+2	Unit Title: Moments in time Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: product design • Themes: clocks, longevity • Drawing: freehand sketches, annotated drawings • Health & safety in the workshop • Mechanisms and gears • Shaping and forming materials 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	The clock room, The British Museum, London. https://www.britishmuseum.org/

	<ul style="list-style-type: none"> Quality control 		
Year 10 3d design HT3+4	Unit Title: lamps and lighting Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: interior design Themes: Mood and atmospheric lighting Drawing: plan views, schematic diagrams Ethics, ecology and social issues Electronic systems Soldering 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (ppe).	The Design museum, London. https://designmuseum.org/
Year 10 3d design HT5+6	Unit Title: human form Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: architectural and environmental design Themes: Ergonomics, sustainability Drawing: isometric, 1 & 2 point perspective Forces and stress User centred design 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (ppe).	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 11 Curriculum Overview:			
Our curriculum continues to be sequenced methodically at KS4; pupils build on the knowledge and skills developed at KS3 through developing their own responses from primary imagery, developing through experimentation and adapting to new stimuli as their work progresses. At KS4 more complex materials and creative processes are introduced. Students learn a broad range of techniques in year 10 before they select their preferred mediums in year 11.			
Year 11 HT1+2 Art, 3d design and Photography	Unit Title: Unit 1 coursework component Students use the skills learnt in year 10 of the full creative and design processes from brief through to final outcome. Students choose one of their year 10 projects to develop into a full coursework unit.	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 10 hour period of independent working in exam conditions (mock exam).	Tate Britain, London. https://www.tate.org.uk/visit/tate-britain Tate Modern, London. https://www.tate.org.uk/visit/tate-modern Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/ The National Gallery, London. https://www.nationalgallery.org.uk/
Year 11 HT3,4+5 Art, 3d design and Photography	Unit Title: Unit 2 exam component. AQA our exam board, send out a list of exam titles in January. Students explore these and select which one best matches their strengths and interests, completing a full project from their chosen starting exam title.	This whole unit is an exam unit over a period of 10 weeks duration. Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in May after a 10 hour period of independent working in exam conditions.	These will be identified once the exam titles are released by our exam board AQA in January.
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 12 Curriculum Overview:			
In year 12 we intentionally break students out of an outcome based model of working to focus on the development and refinement of imagery and ideas. We provide students with opportunities to uncover their own personal creative style, visual genre and material preferences. These elements establish students on their own individual creative journey providing all the pre-requisite knowledge for their year 13 course.			
Year 12 HT1	Unit Title: Foundation- record Students will expand and develop their skills in gathering, recording and communicating visual information: <ul style="list-style-type: none"> A range of approaches to drawing and drawing materials Digital photography, lights and lighting Impression and direct press printing Independent study ongoing unit: "My eyes- my art" An ongoing series of independent study tasks to start the process of identifying students' own interests, style and "visual voice". We use the information and self-reflection gathered through these to assist students develop as individual artists in HT6.	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in October referencing students use and understanding of: <ul style="list-style-type: none"> Image analysis of the visual elements used: colour, line, tone, texture, shape, form, viewpoint audience and purpose of the work genres and artistic movements 	Students will be given a gallery challenge in September of suggested smaller London galleries with free entry which we suggest they visit and expand their understanding of the art and design professional world. We hope to encourage students to establish visiting galleries as a regular habit not a termly event. This will support and extend their whole course of study.
Year 12 HT2+3	Unit Title: Foundation- what if? Through experimentation we spend a term purely focusing on development and refinement of imagery that will develop creative curiosity and develop depth of experimentation as a working habit. We aim to dispel the myth of a "final outcome". Every art object created starts to be recognised as a steppingstone in a longer creative process. As artist/designers, every work we do becomes a thread in the tapestry of our creative career influencing future work.	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in February referencing students use and understanding of the	The Design museum, London. https://designmuseum.org/ Tate Modern, London. https://www.tate.org.uk/visit/tate-modern

	<ul style="list-style-type: none"> • Printmaking • Sculpture and 3d construction • Digital imaging and CAD-CAM processes • Textile processes • Surrealism • Abstraction • Cubism • Scale 	conventions artists use figurative/representational and abstract/non-representational imagery.	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/
Year 12 HT4+5	<p>Unit Title: Foundation- oil painting: light, colour and composition</p> <p>Students will learn to work within a longer, extended process about/ develop skills of:</p> <ul style="list-style-type: none"> • Oil painting techniques • Compositional rules including pictorial space, rhythm, scale and structure • Extend colour theory • Light: colour temperatures and shadow direction according to the time of day and season 	<p>Students receive ongoing formative assessment through 1-1 tutorials and group critiques.</p> <p>Summative assessment is in June referencing students use and understanding of:</p> <ul style="list-style-type: none"> • Artists' context, cultural influences and the context of work • Image analysis of the pictorial space, composition, rhythm, scale and structure 	<p>Turner wing: Tate Britain, London. https://www.tate.org.uk/visit/tate-britain</p> <p>The National Gallery, London. https://www.nationalgallery.org.uk/</p>
Year 12 HT6	<p>Unit Title: developing a personalised project</p> <p>Students will be guided to develop a personalised direction of study from investigations and observations from your "My eyes, my Art" diary.</p> <p>Students will identify and develop skills to ensure they can present a Personal and Meaningful visual response.</p>	Students receive ongoing formative assessment through 1-1 tutorials and group critiques.	These will be identified and given to students individually by their teachers depending on the themes and content of their independent project.
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 13 Curriculum Overview:			
Our art curriculum aims to develop our students into curious artist designers, who are critical thinkers and confident communicators through visual, written and linguistic forms. Year 13 is the culmination of this where we support students to create a portfolio of work which meets the AQA A-level criteria and allows students to fully express themselves as artist designers.			
Year 13 HT1+2 Art, craft and design	<p>Unit 1 coursework component</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Contextual investigation • Oral presentations • Written essay component • Individual coursework project 	<p>Students receive ongoing formative assessment through 1-1 tutorials and group critiques.</p> <p>Summative assessment is in January after a 10 hour period of independent working in exam conditions (mock exam).</p>	These will be identified and given to students individually by their teachers depending on the themes and content of their independent project.
Year 11 HT3,4+5 Art, craft and design	<p>Unit Title: Unit 2 exam component.</p> <p>AQA our exam board, send out a list of exam titles in January. Students explore these and select which one best matches their strengths and interests, completing a full project from their chosen starting exam title.</p> <ul style="list-style-type: none"> • Students are to investigate the titles given. • Select a title, explore and select relevant artists. • Gather and experiment with primary imagery. • Develop your own body of work in response to the title. 	<p>This whole unit is an exam unit over a period of 10 weeks duration.</p> <p>Students receive ongoing formative assessment through 1-1 tutorials and group critiques.</p> <p>Summative assessment is in May after a 15 hour period of independent working in exam conditions.</p>	These will be identified once the exam titles are released by our exam board AQA in January.