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SUBJECT: ART & TEXTILES		CURRICULUM PROGRESSION PATHWAYS		CL: RMI	2024-2025	
KS3 (Level 1)	KS4 (Level 2)	KS5 (Level 3)	Further Education and training	Careers		
<p><b>2 hours a week – 9/10 week rotation across Creative Studies</b></p> <p><b>Y7 Art - Portraiture</b> Students will develop a range of drawing skills to develop their portraiture. Students will develop their use of specific media including paints, mono-printing, collage and oil pastels. Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them.</p> <p><b>Y7 Art - Architecture</b> <b>Design and drawing skills.</b> Art Architecture and the Built Environment. Students will explore a range of drawing and painting responding to the built environment of Norwich. Students will explore a range of artistic and architectural styles. Greater depth and understanding about key artists. Knowledge of how we safely use materials and why we select them. Knowledge of how architecture informs society and vice versa.</p> <p><b>Y7 Textiles- Worry Monsters</b> Students will experience and understand the therapeutic properties of creative making. Through the exploration of wellbeing, Guatemalan worry dolls and the design process students will design and make a personalised worry monster for an identified client. Students will explore a range of textile artists and sculptors in order to inform their creative decisions. Students will build on and learn new hand stitches, applique and fabric manipulation techniques. They will learn how to construct their soft sculpture by designing, making templates, safely pinning, cutting and stitching in order to create their own individual outcome. Students will explore</p>		<p><b>Y10 Art Art &amp; Design Component 1</b> <b>Personal Investigation:</b></p> <p>Knowledge: Students will develop ideas through investigations informed by selecting and critically analysing sources.</p> <p>Skills: Students will refine their ideas as work progresses through experimenting with media, materials, techniques and processes. They will record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as the work progresses. Visual language will be appropriately used in their own creative intentions and chosen area(s) of study through effective and safe use of media, materials, techniques, processes and technologies.</p>	<p><b>Y12 Art, Craft &amp; Design</b> <b>Project 1</b> <b>Beautiful Mundane</b></p> <p>Knowledge: This specification requires students to demonstrate their knowledge and understanding through the practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Skills: Students will develop a broad range of skills through a workshop style project that will last the whole of the first term.</p> <p>Students will develop their own personal path that will continue to refine skills and realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Personal Study - extended writing research project.</p>	<p>There is a range of <b>vocational qualifications such as:</b> BTECs, T Levels, UAL qualifications and Foundation Diplomas in Art based subjects.</p> <p><b>Creative Apprenticeships:</b> Include pathways in areas such as graphic design, photography, digital media, and more, providing work-based learning alongside technical qualifications.</p> <p><b>A level Art</b> students can go on to study on a range of Art &amp; Design foundation and degree courses, nationally and internationally, and train in their area of specialisation, before going on to become an Artist, Designer, Architect, or Arts Professional in a broad variety of specialist areas.</p>	<p>The creative and cultural Arts industries express and reflect the importance of creativity and culture in our society. All around us artists create the world we inhabit, and contribute to a thriving and important industry which has a vast range of exciting career options and choices. These can include working in Fine Art, Fashion Design, Graphic Design, or Architecture, for example, as well as many other possible creative Art &amp; Design jobs and careers.</p> <p>A strong Art training can also develop highly valuable transferable skills,</p>	

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<p>Graphic design through the creation a poster to advertise their product.</p> <p><b>2 hours a week – 9/10 week rotation across Creative Studies</b></p> <p><b>Y8 Art- Sculpture, Print &amp; Pattern</b>                  Students will continue to refine their drawing and develop their 3D skills within this sculptural project. They will draw from life and further develop their use of line, tone and mark-making. They will observe shapes in 3D form and develop their haptic observational skills through print, carving and sculpture; exploring shape, form and composition. This project will develop into a print and pattern focus inspired by selected artists. Students will expand their outcomes by refining their use of creative stitch, design and working on the mannequin.                  Greater depth and understanding about key textile artists/cultures to develop ideas and understanding. Knowledge of how we safely use materials and why we select them. Knowledge of how textiles are used past and present.</p> <p><b>Y8 – Digital Art &amp; Photography Superheroes &amp; Villains</b>                  Students will be introduced to the basic functions of a DSLR camera. They will take a series of photoshoots developing their confidence with controlling the camera and using simple composition techniques.                  We will explore the impact of posture and angles when documenting a person. Students will be introduced to photoshop techniques and exploring digital manipulation as well as physical manipulation. Students will explore typography and develop skills using 2-point perspective.</p>				<p>including creative ideas development, problem-solving, contextual interpretation, and visual communication, as well as organisational, presentation, and team-working skills.</p>
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<p><b>Students will rotate across Creative Studies. Each project will last half a term (2 hours a week).</b></p> <p><b>Y9 - Portraiture</b></p> <p>This builds upon the previous portraiture unit in Y7 and the development of skills learnt in Y8 around mark-making and tone. Students will examine the topic as a concept that they have space to dictate the outcomes. They will explore the idea of a digital and authentic self and what this means in the world of contemporary portraiture. They will develop a range of skills and will have time to refine their drawing and compositional ideas. They will continue to develop their understanding of symbolism in Art History and will analyse the work of Ed Fairburn in greater depth. Composition is a key feature in this unit.</p> <p><b>Y9 Textiles – Activist Fashion</b></p> <p>Students will explore the causes and effects of climate change. They will find positive solutions to ‘fast fashion’ through the individualised customisation of clothing. Students will experiment with a range of textile techniques; hand and machine stitch, applique, fabric manipulation, weave and fashion design. They will design and customise a piece of clothing to create activist fashion in order to promote positive change.</p> <p>They will develop their understanding of fashion and textiles through their study of Art History in the context of their work. They will continue to develop their use of specialist vocabulary and use this in their writing and speaking.</p> <p><b>Y9 Photography - Dystopian Narrative</b></p> <p>Students will explore the theme of Dystopian Narrative through a range of photoshoots. Students will be required to consider the</p>	<p><b>Y11 Art &amp; Design Component 1 Personal Investigation:</b></p> <p>Knowledge: Students will develop ideas through investigations informed by selecting and critically analysing sources.</p> <p>Skills: Students will refine their ideas as work progresses through experimenting with media, materials, techniques and processes. They will record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as the work progresses. Visual language will be appropriately used in their own creative intentions and chosen area(s) of study through effective and safe use of media, materials, techniques, processes and technologies.</p> <p><b>Component 2 Externally Set Assignment</b></p> <p>One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual</p>	<p><b>Y13 Art, Craft &amp; Design Personal Project</b></p> <p><b>Component 1 Personal Investigation:</b></p> <p>Knowledge: This specification requires students to demonstrate their knowledge and understanding through the practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p>Students will develop their own personal path that will continue to refine skills and realise personal intentions relevant to their chosen title(s) and related area(s) of study.</p> <p><b>Component 2 Externally Set Assignment</b></p> <p>One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution</p>		
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<p>narrative of their images and how this may be communicated with an audience.</p> <p>Students will be required to complete a series of editing tasks using photoshop, building on their previous learning in year 8. Students will also be required to complete a series of physical editing techniques exploring narrative. The project will culminate in a design brief where students will choose to complete a film poster, book cover or game cover.</p>	<p>preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.</p>	<p>of the student's ideas in the 15 hours sustained focus study.</p>		
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