

Art Department Knowledge Sequencing KS3			
Across KS3 projects are designed to be taught in any sequence with skills adapted dependant on stage of learning. This is due to the nature of introducing students to new experiences and skills they may or may not have undergone before. Critical comprehension, synthesis of ideas and reflective observation, progress along the key stage.			
Prior Knowledge	Prior knowledge will be varied dependant on what primary schools offer. Some students may have had the fortunate enough to be taught by a specialist, others with have little input and may have only been taught art via project topics. Some students may have been introduced to materials such as pencils, block watercolour and basic sculpture.		
Future Knowledge	<ul style="list-style-type: none"> Students will be introduced to experiencing a range of different materials at KS3. By the end of KS3 they will know basic critical terminology and begin to know how to unravel meanings and analyse artwork in preparation for KS4 and increase their proficiency in the handling of different materials. 		
Year 7	Key Knowledge		Assessment Focus
	Level assessment: Introduction to observational drawing and artist analysis to establish students' prior knowledge and skill levels.		Observational drawing: accuracy, scale, proportions and translation. Artist analysis: technical vocabulary and analysing artwork.
	What is Art? Knowledge of the world of art and the progress of movements throughout history. Contextual comprehension and knowledge will be compiled into a display exploring the ideas of what art encompasses.		
	Colour Theory: Knowledge of how to mix colour and apply paint using a variety of mark-making and brushwork skills; how to compose an abstract piece of Art; Theory and psychology of colour; The importance and symbolism of colour in everyday life		Colour theory, comprehension of key terms
	Nature in Art: Knowledge of formal observational drawing skills. Knowledge of a range of artists and objects followed by applying knowledge of composition to create still life outcomes. Students will gain knowledge of how to manipulate materials such as collage, charcoal and block paints.		Observational drawing: accuracy, scale, proportions. Manipulation of materials e.g paint and charcoal
Year 8	Key Knowledge – Projects can be taught in any		
	Architecture: Knowledge of technical drawing skills focusing on one and two point perspective and use of scale. Knowledge of how artists from different cultural backgrounds develop personal responses to their work. Students will know how to identify characteristics of John Piper, Sunga Park and Lucy Jones work, and how to take these elements as inspiration to create a fine mixed media outcome.		One and two point perspective technical drawings, pastiche formulation, critical analysis and mixed media out come.
	Food Glorious Food: Students will know how to create observational drawings of a variety of food based still life. Students will know how to explore compositional techniques and develop their understanding of scale can transcription. Students will know the basis of how to manipulate pencil crayons to build and blend a range of tones, and gain knowledge in how to manipulate water colours and inks.		Still life out come. Observational drawing elements: use of scale proportions. Compositional techniques – angles, viewpoint, perspective etc.
Year 9	Key Knowledge		
	Still life: Students will know how to identify characteristics of Cubism, Impressionism and Chiaroscuro. Knowledge of <i>Still life</i> compositional techniques explored through the mediums of photography and paint.		Compositional plans, design development and execution of painting techniques.
	Man Made: Students will know the characteristics of Mondrian, Riley, Ernst's artistic styles. Knowledge of Op Art, cubist abstraction and surrealism. Students will know how to create diverse range of collage paper		Comprehension of abstract movement and terminology, compositional plans, design development and execution of collage techniques.
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<ul style="list-style-type: none"> Ability to describe content and composition of images Learn basic critical vocabulary e.e tone, perspective, colour, scale, vanishing points Be able to describe textures, patterns, tones, colours Begin to link meaning to imagery and concepts Straight forward ideas are considered from a few starting points. Basic use of key terms – leading lines, bold colours etc. 	<p>Democracy: in art and design we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We respectfully listen to pupils views on art work and take turns to share opposing opinions.</p> <p>The rule of law: we understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules.</p> <p>Individual liberty: In art and design, we are given the opportunity to express our individuality through our projects. We are given regular opportunities to make our own decisions and choices in our projects. Whilst making our own choices, we also know that there are boundaries and we respect these.</p> <p>Mutual respect: In the art and design classroom we behave in a way that positively impacts the work and productivity of others. When giving feedback, we are constructive and respectful of others' feelings and viewpoints. When we work collaboratively during discussion, we have respect for our peers' views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of cultures and traditions.</p>	<p>Artist Architect Graphic designer Engineer- technical drawing Architect An architect is a professional who is involved in the design of buildings. An architect has many roles, such as designing, planning, and supervising the construction of buildings. They often work with an engineer to ensure that what they are designing will be structurally sound or can stand up to environmental hazards.</p> <p>Industrial Designer Industrial designers combine their knowledge of materials, manufacturing methods, and engineering principles to create designs for products that are both functional and aesthetically pleasing. Industrial designers think about how a product will work for its</p>	<p>The Art curriculum aims, to aid the student's spiritual, moral, social and cultural development.</p> <p>Students will regularly engage in activities that allow them to:</p> <ul style="list-style-type: none"> Explore deeper meanings within art work and engage with emotions that the artist is trying to portrait Be reflective about their own work and develop a positive mindset in terms of how to progress Support each other and build confidence through identifying positive aspects of pieces Understand and appreciation of the wide range of cultural influences that have shaped artistic styles

	<p>Tolerance of Faith and Beliefs: We understand people have different views and opinions and that that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.</p>	<p>intended user and what it will look like when it's done.</p>	<ul style="list-style-type: none"> • Allow pupils an alternative outlet to express their creativity, beliefs, culture ect
<p>Extra-Curricular and Co-Curricular Opportunities</p>	<p>Links with other subjects in the curriculum</p>		
<p>Arts Award – national award fun by Trinity College Art Club – supplementing the art curriculum with additional/more advance techniques Expressive Art club – Set design and multi disciplinary art and design projects</p>	<p>English: analytical writing, symbology Maths: Proportions, scale, perspective, length, Design and technology: technical drawing, one point perspective, two point perspective Science: natural forms, nature, Fibonacci sequence Physics – colour and light History – Context of colour history, Art throughout history, Art movements linked to periods in time</p>		

Art Department Knowledge Sequencing KS4			
Prior Knowledge	Students were introduced to experiencing a range of different materials at KS3. These projects gave them an insight into the creative industry and they were able to explore artists from a variety of cultural backgrounds, whose work is influenced by multiple different art movements. By the end of KS3 they also gained knowledge of basic critical terminology and begun to explore how to unravel meanings and analyse artwork in preparation for KS4.		
Future Knowledge	<p>Throughout KS4 students develop their knowledge, competency, and confidence with a variety of materials through portfolio building. Through this they will know how to create a range of experimentations inspired by a given theme, develop personal and meaningful outcomes and understand how different elements link to A01-4 of the assessment criteria.</p> <p>Fine Art: Students will be introduced to the fundamental skills of how to build and grow a project inspired by a given theme. They will gain knowledge into how to analyse artwork, growing their critical analysis, create pastiches inspired by artist and then expand their own ideas via experimentation and reflective practice. Students will produce a variety of personal outcome to their given stimulus, as well as gain knowledge of more complex material process, eg painting, printmaking, ceramic sculpture etc.</p> <p>Graphic communication: Students will be taught the foundations of graphic communications, providing students with opportunities to explore and investigate different ways of working in response to a given theme. Students will gain knowledge of how to explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources gaining skills and knowledge about their properties and what techniques and processes they can explore. Students will develop their digital competency and know how to use more complicated features of Adobe Illustrator and Photoshop, as well as be introduced to more complex physical material process like graphic drawing, illustration and printmaking.</p>		
		Key Knowledge	Assessment Focus
Year 10	Fine Art	Tools and Texture: Skill development unit. Students will gain knowledge of a variety of technical drawing techniques, in which they will demonstrate how to draw form observation, using increasing comprehension of scale, proportions, perspective and tone. Students will access skill workshops, giving them knowledge of how to manipulate charcoal, graphite, water colour, ink, dip pens, monochrome pastels, photography, and mixed media collage.	Observational drawing: accuracy of scale, proportions, perspective and tonal application.
		Natural Forms: Knowledge of how to critically analyse artwork, delving into deeper contextual meanings as well as technical and process led understanding. Students will focus on observational drawing skills of natural form objects, such as skulls, shells, seedpods, flora etc. They will develop these ideas further with workshops where they gain material knowledge of how to build a painting with acrylic paint and printing skills like lino, mono print and intaglio etching.	
	Graphic Coms	Typography: Students will gain knowledge in the importance of Typography in graphic design and explore a variety of approaches physically and digitally to create outcomes. Students will gain knowledge in workshops where they will explore more challenging media like printmaking, stencil formation, observational/technical drawing and digital drawing. These skills will then be applied to their projects where students will gain knowledge of how to develop their ideas; originating in designer research, to create an experimental portfolio resulting in a variety of digital and physical outcomes on the theme of Typography.	A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas A04 Outcomes: personal response to theme
		Product Design: Students will deepen their knowledge of how to build a portfolio for a graphic design brief, beginning with product research, then an exploration of ideas developed sequentially for a specific client. Students will gain knowledge in workshops where they will explore more challenging media like observational drawing of 3D structures, technical design illustration and digital development of a product. These skills will then be applied to their projects where students will gain knowledge of how to develop their ideas; originating in art research, to create an experimental portfolio resulting in a variety of digital and physical outcomes on the theme of Product Design.	
Year 11	Key Knowledge: Art & Graphic Coms		
	Personal Study: Students will select a title for their personal study from a given range. They will then use prior knowledge to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a 'reflective' practitioner and self-assess work; create personal and meaningful outcomes.		A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas A04 Outcomes: personal response to theme
	Externally Set Assignment: Students will select a title from an externally set assignment. They will then use prior knowledge to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a 'reflective' practitioner and self-assess work; create personal and meaningful outcomes		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<ul style="list-style-type: none"> • Imaginative ideas supported by constant and in-depth analysis. • Meanings are explored with detailed use of evidence from the image. • Independent ideas discussing meaning, supported by visible evidence in the image. • High level of technical vocabulary – hues, composition, depth etc. • In-depth use of descriptive vocabulary. • ALL Points are backed up with visual Evidence AND Explained. (P.E.E) • Key terms used frequently. • An attempt at discussing the meaning of the image. • The mood is discussed well and linked to colours or other examples in the image. • Content of the image is described well and to the point. • Layout/compositions of the image is described precisely using key terms. • Process is described well with links to visuals in the image. 	<p>Individual Liberty: In art lessons, students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them</p> <p>Mutual respect: Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement.</p> <p>Democracy: students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of future topics.</p> <p>Tolerance & Freedom of Faiths and Beliefs: throughout the art curriculum journey, students are exposed to a wide range of artists, from different nationalities, backgrounds and beliefs from around the world. Art history has been previously heavily defined by white, male, European artists and we aim to challenge this by introducing students to a wide breadth of difference in the creative art world. In personal studies students are encouraged to express their personal beliefs through art.</p> <p>The rule of law: Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. Students are taught that the creative arts can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background</p>	<p>Fine Art/ Graphic Communications:</p> <p>The creative arts allow students to build portfolios with a wide range of material usage, experimentation in themes and ideas and the ability to create a response to a stimulus. This can be applied to a multitude or future careers.</p> <p>Some examples include:</p> <p>Graphic Designer; Interior Designer; Tattoo Artist; Textile Designer; UI UX Designer; Web Designer; Automotive Designer; Product Designer; Toy Designer; Transportation Designer; Book Cover Artist; Book Illustrator; Cartoon Artist; Comic Book Artist; Logo Designer; Storyboard Artist</p>	<p>Living in the wider world:</p> <ul style="list-style-type: none"> – Respond to the world around them; – Develop and use their imagination; – Express their ideas, thoughts and feelings; – Solve problems; – Become more aesthetically aware. <p>– Health and wellbeing</p> <ul style="list-style-type: none"> – Respond to their individual feelings and emotions; - Managing study and revision time effectively and knowing how to effectively revise in History - Recognising new challenges and the importance of resilience - Knowing how and when to access support - Develop confidence, resilience and knowledge so that they can keep themselves mentally healthy. - An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. <p>Relationships:</p> <ul style="list-style-type: none"> – Promotion of the role of women in Art. – Develop a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. – Developing and expressing cultural identity through Art
<p>Extra-Curricular and Co-Curricular Opportunities</p>	<p>Links with other subjects in the curriculum</p>		
<ul style="list-style-type: none"> • Year 10 pupils involved in local festival – River Lights • Weekly support sessions • Visits to London galleries e.g. Tate Modern • Trip for Graphics to London • Expressive Art club – Set design and multi disciplinary art and design projects 	<p>English: analytical writing, symbology, creative narrative</p> <p>Maths: Proportions, scale, perspective, length,</p> <p>IT/Computing: Adobe Photoshop, Adobe Illustrator</p> <p>Design and technology: technical drawing, one point perspective, two point perspective</p> <p>Science: natural forms, nature, Fibonacci sequence</p> <p>Physics – colour and light</p> <p>History – Context of colour history, Art throughout history, Art movements linked to periods in time</p> <p>RS/EP- study of different cultures</p>		

Department Knowledge Sequencing KS5			
Prior Knowledge		Throughout KS4 students develop their knowledge, competency, and confidence with a variety of materials through portfolio building. Through this they will know how to create a range of experimentations inspired by a given theme, to develop personal and meaningful outcomes.	
Future Knowledge		<p><i>Fine Art:</i> Throughout KS5 students will begin to critically analyse artists work and produce and in depth portfolio exploring a diverse ranges of themes and contents. They will begin to demonstrate dynamic experimentations and build projects via sustained investigation. Confidence and competency with materials will progress and students will be introduced to more complex techniques during workshops.</p> <p><i>Photography:</i> Throughout KS5 students develop their knowledge, competency, and confidence with a variety of techniques through portfolio building. Through this they will know how to create a range of experimentations inspired by a given theme, to develop personal and meaningful outcomes. Students will know how to critically analyse contextual sources and be able to articulate technical processes as well as become reflective practitioners.</p>	
	Subject	Key Knowledge	Assessment Focus
Year 12	Fine Art	<p>Landscapes: This is a skill building portfolio centred on location-based Art where students will gain knowledge of how-to create in-situe studies of natural landscapes, using a range of medias. They will know how to use compositional techniques e.g.: leading lines, perspective, the rule of thirds, horizons, vanishing points etc. They will also gain knowledge of how to manipulate paints, and other materials to capture textures and ambient lighting. Students will study the art work of artist such as Kurt Jackson, and produce a range of studies inspired by impressionist and abstract landscape artist using prior knowledge</p>	<p>Application and manipulation of materials. Comprehension of compositional techniques.</p>
		<p>Propaganda/causes: Pupils will initially research Propaganda Art and explore the impact and effects of its routes. They will they investigate their own cause/issues e.g. animal welfare, conservation, women’s rights, gender stereotypes etc and create a body of work inspired by this topic. Students will engage with the work of Shepard Fairy and then choose 3-4 of their own artists to inspire their theme. Throughout the body of work students will know how to: critically analyse artworks, create pastiches, experiment with a range of materials, sequentially develop ideas, record and reflect on observations and intent and create personal and meaningful outcomes for the unit.</p>	<p>A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas A04 Outcomes: personal response to theme</p>
		<p>Personal Study: Students will select a title for their personal study from a suggested range or independently. They will then be supported on an individual level to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes</p>	
	<p>Portraiture: This is a skill building unit where pupils will be introduced to the fundamental skills of black and white photography and be introduced to the workings of Adobe Photoshop. Students will know how to: set up studio equipment, including high key and low lighting and backdrops; load and shoot film in a manual SLR camera; develop film using the chemical process; create contact sheets and enlargements using chemical process; use Photoshop skills like transformation tools, adjustment features, layers, opacities, vignette etc. Students will also learn the fundamentals in project building where the will know how to create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes</p>		
	Photography	<p>Urban V/S Nature: This is a second skill building portfolio centred on location-based photography where students will gain knowledge of how-to photography urban and natural locations. They will know how to use compositional techniques e.g.: leading lines, perspective, the golden spiral, the rule of thirds, focal points, horizons, vanishing points etc. they will also gain knowledge of how ambient and fluorescent light impact locational shooting. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes</p>	
		<p>Personal Study: Students will select a title for their personal study from a suggested range or independently. They will then be supported on an individual level to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes</p>	
<p>Personal Study: Students will continue exploring their chosen theme form their independent personal study. They will then be supported on an individual level to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes.</p>			
	Term	Key Knowledge Fine Art & Photography	
Year 13	1 & 2	<p>Personal Study: Students will continue exploring their chosen theme form their independent personal study. They will then be supported on an individual level to create a portfolio of evidence in response to this stimulus. Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a ‘reflective’ practitioner and self-assess work; create personal and meaningful outcomes.</p>	<p>A01 Development of ideas: Artist analysis, links and connections to research A02 Experimentation: range of experimentation</p>

	<p>Personal Study essay: Using the theme from their chosen personal study students will select a relevant question and write an essay, using continuous prose, to summarise their studies. They will know how to plan an essay, critically analyse artwork inspiring their theme, compare and contrast uses of techniques and meanings, reflect on how these artists have inspired their studies and summaries their findings.</p>	<p>A03 Recording: accuracy of observational drawing skills e.g. scale, proportion, tone, perspective; recording ideas</p> <p>A04 Outcomes: personal response to theme</p>		
3	<p>Externally Set Assignment: Students will select a title from an externally set assignment. They will then be supported on an individual level to create a portfolio of evidence in response to this stimulus.</p> <p>Students will know how to: create informative written artist analysis; develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills; develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence; develop and extending knowledge of a range of descriptive and deeper analytical techniques; manipulate a range of materials; be a 'reflective' practitioner and self-assess work; create personal and meaningful outcomes</p>			
<p>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</p>		<p>Links to British Values</p>	<p>Links to Careers</p>	<p>Links to Other Personal Development</p>
<p>In Key stage 5, students are encouraged to research and critically analyse artist work.</p> <p>Wider reading of artists histories and intentions is encouraged at A-level to aid and support students' progression with their practical studies.</p> <p>As part of their personal study unit students must write a sustained piece of critical and contextual analysis, showing an awareness of intention and context, which links to their own practical work. Essays should link to their projects and be between 100 and 3,600 words.</p>		<p>Individual Liberty: In art lessons, students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them</p> <p>Mutual respect: Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement.</p> <p>Democracy: students are taught to respect each other's rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of future topics.</p> <p>Tolerance & Freedom of Faiths and Beliefs: throughout the art curriculum journey, students are exposed to a wide range of artists, from different nationalities, backgrounds and beliefs from around the world. Art history has been previously heavily defined by white, male, European artists and we aim to challenge this by introducing students to a wide breadth of difference in the creative art world. In personal studies students are encouraged to express their personal beliefs through art.</p> <p>The rule of law: Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. Students are taught that the creative arts can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background</p>	<p>The creative arts allow students to build portfolios with a wide range of material usage, experimentation in themes and ideas and the ability to create a response to a stimulus. This can be applied to a multitude or future careers.</p> <p>Fine Art: Urban Designer; Set Designer; Art Historian; Art Professor; Museum Curator; Journalist; Art Therapist; Museum Exhibit Designer; Airbrush Artist; Courtroom Sketch Artist; Craft Artist; Muralist; Painter; Portrait Artist</p> <p>Photography: Video Editor; Advertising Photographer; Commercial; Photographer; Fashion Photographer; Nature Photographer; Photo Retoucher; Photojournalist; Wedding Photographer</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> - Issues unit designed to challenge pupils perception of challenging topics like body image, pollution, conservation etc. - Managing study and revision time effectively and knowing how to effectively revise in History - Recognising new challenges and the importance of resilience - Knowing how and when to access support - Develop confidence, resilience and knowledge so that they can keep themselves mentally healthy. - An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. <p>Relationships:</p> <ul style="list-style-type: none"> - Promotion of the role of women in Art. - Develop a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. - Developing and expressing cultural identity through Art
<p>Extra-Curricular and Co-Curricular Opportunities</p> <ul style="list-style-type: none"> • On site workshops – tour around the 'Lincolnshire Wolds' • Visits to London galleries e.g. Tate Modern, Saatchi Gallery, National Gallery and Photographers Gallery • Opportunity to volunteer in Sleaford Arts committee festival – River Lights • Articulate Competition 		<p>Links with other subjects in the curriculum</p> <p>English: analytical writing, symbology, creative narrative</p> <p>Maths: Proportions, scale, perspective, length,</p> <p>IT/Computing: Adobe Photoshop, Adobe Illustrator</p> <p>Design and technology: technical drawing, one point perspective, two point perspective</p> <p>Science: natural forms, nature, Fibonacci sequence</p> <p>Physics – colour and light</p>		

- Links with The Hub

History – Context of colour history, Art throughout history, Art movements linked to periods in time
RS/EP- study of different cultures