



Meridian
Trust

Curriculum Overview Art and Design



Curriculum Overview

Key Stage 3

Curriculum Aims

Art and design education inspires personal expression and cultural understanding. It equips students with the knowledge and skills to experiment with, invent and create their own works of art, and design, thinking creatively and critically. It teaches the skills to investigate and evaluate a wide range of creative outcomes from the past and present to develop understanding of the many disciplines within art and design and how they shape our history, present and future.

The emphasis placed on creativity is significant in the way that we teach the visual arts and is central to all learning. We seek to develop each student's ability to respond personally and thoughtfully to express their own meaning and intentions in their work.



Key Curriculum Content

Schemes of Learning in key stage 3 Art and Design are bespoke to the school they are delivered in. Schemes of Learning are developed considering the unique context, specialisms, and facilities of that school and guided by the **4 Progress Objectives** developed by the National Society for Education in Art and design:

- **GENERATING IDEAS** Skills of Designing & Developing Ideas
- **MAKING** Skills of Making Art, Craft & Design
- **EVALUATING** Skills of Judgement & Evaluation
- **KNOWLEDGE** Knowledge of process and context

GENERATING IDEAS: Promotes an understanding of research through observation and investigation to inform ideas and designs for a specific purpose or creative context. Students are encouraged to explore widely, think and act creatively to problem solve and innovate.

MAKING: Promotes an understanding of technique and skill. Students are supported to develop mastery in their use of materials and techniques exploiting them for their expressive, tactile, and sensory qualities. Students are encouraged to experiment and take creative risks to investigate possibilities with line, shape, tone, colour, texture, space, and form, and refine work towards an outcome.

EVALUATING: Promotes understanding of critical thinking and analysis. Students develop their ability to review their



"THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFELONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER."

own work and the work of others and use this knowledge to inform and refine their practical work.

KNOWLEDGE: Promotes understanding of the context in which art is made and underpins learning in all the other Progress Objectives. Students develop their knowledge of art and artists from a wide range of cultures, disciplines, genres and periods, chosen to support the development of the student's creative ideas.

How are students taught and assessed?

Students complete a baseline assessment at the start of year 7 which is standard across the trust. This is a short project that gives teachers a picture of a student's level of understanding and creative skill, it also gives students a flavour of what to expect in KS3. After this student will be taught through a series of projects and themes set by the individual school considering the unique context, specialisms, and facilities of that school.

Students will be assessed at key points throughout their learning and given feedback that enables them to make progress against the objectives and as creative practitioners.

Students are taught in specialist Art and Design classrooms. Art departments within the trust having excellent facilities to deliver a broad spectrum of creative disciplines and techniques including drawing and painting, printmaking, textile art, clay and other 3D work, photography, digital art and graphics.



Typical Curriculum Allocation:
2-3 hours per fortnight

Curriculum Overview

Key Stage 4

Curriculum Aims

At KS4 we build on the foundation set at KS3 to deepen students' understanding, creativity, and skill in Art and Design.

The course is designed to provide engaging, challenging, and meaningful learning experiences through a flexible structure that supports incremental development of creative practice. The KS4 programme of study broadens experience, develops imagination and technical skills, fosters creativity, and promotes personal and social development.

We focus on nurturing an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts.



Key Curriculum Content

Across the trust we offer a range of specialisms in Art and Design at KS4 and each is recognised as a distinct GCSE qualification:

- Art and Design (Art, Craft and Design)
- Art and Design (Fine Art)
- Art and Design (Graphic Communication)
- Art and Design (Three-Dimensional Design)
- Art and Design (Photography)

Most schools follow the EDUQAS Art and Design GCSE specification. Schemes of Learning are bespoke to the school they are delivered in and developed considering the unique context, specialisms, and facilities of that school. No matter which specialism or school the learning journey is structured to enable the student to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products;
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques;
- 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;
- acquire and develop technical skills through working with a broad range of media, materials, techniques,



- processes and technologies with purpose and intent;
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures;
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries;
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

How are students taught and assessed?

Whichever title or combination of titles is followed, the course encourages creativity, sustained investigation, experimentation, design and making as a means of developing technical and expressive skills, extending experience and personal response, as well as developing imagination and critical, reflective thinking.

Typical Curriculum Allocation:
4-6 hours per fortnight

Whichever title is followed the course has a two-component structure.

Component 1 'Portfolio' encourages adventurous and purposeful exploration, experimentation, and opportunities for productive personal expression. This component is internally assessed and externally moderated and is worth 60% of the final GCSE. Typically, this component will be delivered over the duration of the course up until Christmas in year 11. Often it will start with a series of skills building workshops that lead to one or more longer projects becoming increasingly led by student individual interests, skills, and ideas.

Component 2 'Externally Set Assignment' enables students to apply the knowledge, understanding and skills that they have acquired in Component 1 by producing an appropriate outcome within a set time frame to demonstrate their best achievement. This component is completed in the spring term of year 11. This component is also internally assessed and externally moderated and is worth 40% of the final GCSE.

Schemes of Learning are bespoke to the school they are delivered in and developed considering the unique context, specialisms, and facilities of that school.

Students are assessed at key points throughout their learning and given feedback that enables them to make progress against the 4 assessment objectives. The same four assessment objectives apply across both components. Each assessment objective is equally weighted:

- AO1 Critical understanding
- AO2 Creative making
- AO3 Reflective recording
- AO4 Personal presentation

Students are taught in specialist Art and Design classrooms. Art departments within the trust having excellent facilities to deliver a broad spectrum of creative disciplines and techniques.



Curriculum Overview

Key Stage 5

Curriculum Aims

KS5 Art and Design encourages creativity, sustained investigation and analysis alongside experimentation, design and making as a means of developing technical and expressive skills. It extends experience and personal response as well as developing imagination and critical and reflective thinking, culminating in greater specialism and mastery.

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the interrelationship between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design



Key Curriculum Content

Across the trust we offer a range of specialisms in Art and Design at KS5 and each is recognised as a distinct A Level qualification:

Art and Design (Art, Craft and Design), Art and Design (Fine Art) Art and Design (Graphic Communication) and Art and Design (Photography)

The A Level consists of two components:

- **Component 1:** Personal Investigation, 60% of qualification, internally assessed, externally moderated.
- **Component 2:** Externally Set Assignment, 40% of qualification, internally assessed, externally moderated.

Component 1 gives opportunities for learners to explore and cultivate fundamental skills, knowledge and understanding through a variety of experiences. These may include using sources, such as the local environment, gallery visits, workshops, or other resources, to gather visually rich research which supports in-depth investigations.

During the course, students are encouraged to experiment, collaborate, make informed creative decisions, and innovate. There is an increased level of critique and rigour at this level building on the foundation set in KS4. Students



are taught the importance of presenting their work for a specific context and making curatorial decisions about the selection and presentation of work.

There is also an emphasis on the value of drawing skills. All A level Art and Design specifications require learners to develop the skills to 'record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information'. This focus encourages learners to appreciate the significance of drawing in the widest sense, by recognising and reviewing how it feeds the creative process across disciplines.

Through each component students learn about:

- relevant materials, processes, technologies, and resources;
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts;
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts;
- continuity and change in different genres, styles and traditions;
- working vocabulary and specialist terminology
- Students also to develop the skills to:
- record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information;
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements;
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work;
- generate and explore potential lines of enquiry using appropriate media and techniques;
- apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations;
- organise, select and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms. Learners can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.



How are students taught and assessed?

Schemes of Learning are bespoke to the school they are delivered in and developed considering the unique context, specialisms, and facilities of that school.

Students are assessed at key points throughout their learning and given feedback that enables them to make progress against the four assessment objectives. The same four assessment objectives apply across both components. Each assessment objective is equally weighted:

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding;
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops;
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress;
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Students are taught in specialist Art and Design classrooms. Art departments within the trust have excellent facilities to deliver a broad spectrum of creative disciplines and techniques including drawing and painting, printmaking, textile art, clay and other 3D work, photography, digital art and graphics. Many departments have specific areas within the art studio spaces where A Level students can work outside of their timetabled lessons.

**Typical Curriculum Allocation:
8-10 hours contact time per fortnight**

Curriculum Overview

Enrichment

Beyond the classroom

Across the Trust schools offer a fantastic wealth of high quality extra-curricular activities in Art and Design enriching students' cultural lives and broadening their horizons. We have strong collaborative networks with many local galleries and organisations including the Fitzwilliam Museum and Kettles Yard, Norwich University of the Arts and Anglia Ruskin University, benefiting both students and teachers with opportunities for trips, visiting artists and teacher CPD. Weekly art clubs are available in KS3 and 4 with many Schools entering students for the Arts Award at Bronze Silver or Gold Level. Many schools are involved in art projects within their local communities with creative and innovative outcomes. The Visual arts also support health and wellbeing within our trust with creative projects and specific Arts Therapy sessions in some schools.

Cross-Trust Activities

Across the Trust we hold a yearly arts festival and exhibition. This exhibition is an opportunity to showcase the best work from our schools and celebrate students' fantastic achievements in that academic year. We also hold cross Trust arts events where students from different schools come together to learn and create as well as opportunities for staff to come together to share great ideas and learn from one another.





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Gibraltar Lane, Swavesey, CB24 4RS