

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Art / Textiles

Within the Art & Photography department we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere. Our learning environment is conducive to helping our students develop their ideas so creativity can flourish. Students are encouraged to explore all aspects of art, craft and design through an exciting and engaging curriculum that has been carefully planned. Our curriculum provides an abundance of opportunities to explore and investigate a diverse range of artists and practitioners, techniques and materials. To further student learning and experiences there are exciting visits and out of classroom activities that students can immerse themselves into, including The National Saturday Club at Staffordshire University.

As an enthusiastic and engaging team, the Art department is fully committed to developing not only artistic and creative thinkers but individuals who are evaluative and respectful of their peers and the different genres within the arts. Students are encouraged to discuss their own work as well as existing practitioners, helping to develop independent and critical thinkers who can successfully articulate opinions. We wish for all students to share the same passion for the arts as we do and to allow enthusiasm, confidence and curiosity to grow.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Art / Textiles Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	'Cells Transition'	'Natural Forms'	'Natural Forms'	'Responding to an artist: Jessica Grady'	'Responding to an artist: Jessica Grady'	'Skills Workshops'
10	Skills workshops	Intro to Component1 Selecting a project AO1 Drawing & Recording AO3	Drawing and Recording AO3	Drawing and Recording AO3	Contextual Sources AO1	Contextual Sources AO1
11	Development Phase AO2	Creating a Response AO4	Component 2 ESA	Component 2 ESA	Component 2 ESA Completion of Component 1	
12						
13						

Art / Textiles: Medium Term Overview			
Year 9	Autumn Term 1	Unit Title: Cells	No of Lessons: 7
Overview/Intent	This unit builds on the project that was started in YR8 at both feeder schools. It focuses on responding to an artist and combining techniques. Mono printing will be explored as a stand-alone technique alongside expressive drawing and creating their own cells inspired response.		
Assessment	Do It Now Tasks, verbal feedback, end of project STAR marking		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> Building on the transition project and responding to an artist: Natalie Spencer. Students should see a visual link between their work and that of Natalie Spencer. Recall and develop visual literacy when discussing work How to successfully print using textured surfaces and mono printing Being able to use mixed media and apply this in a coherent structure <p>Terminology: Printmaking Layering Techniques Mixed Media Response Reviewing and Refining Texture Evaluate Analyse</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Build on prior knowledge from the feeder schools on their drawings and artist research. This initial aspect of the project will progress into new skills such as the printing techniques and being able to layer techniques together to replicate artist work. All students should be able to use subject specific vocabulary confidently when describing the key themes of this topic To develop students' ability to review and evaluate work and extend their vocabulary away from common phrases such as 'unique'. <p>Cross curricular link- Science</p> <ul style="list-style-type: none"> Opportunity to look at a variety of cells i.e. hair, plant 	<p>Lessons:</p> <ol style="list-style-type: none"> Artist presentation- Natalie Spencer Artist Presentation- Natalie Spencer Mono printing from cells pictures Mark making & drawing from cells images Designing A4 outcome/creating watercolour background Creating a response to Natalie Spencer- techniques from the middle schools or Biddulph can be used Creating a response to Natalie Spencer 	
<p>Careers Links: Surface Pattern Designer Illustrator Textile Design</p>	<p>Enrichment:</p>	<p>MYPB Creativity, innovation, resilience</p>	

Art Textiles Medium Term Overview Exemplar			
Year 9	<i>Autumn2 Spring 3</i>	Unit Title: Natural Forms	No of Lessons: 12-14
Overview	Students will be expected to respond to the theme natural forms creating their own tactile sketchbook. The project will build on drawing and recording skills, use found materials and objects and incorporate the use of materials and stitch. Cas Holmes and Carolyn Saxby will provide as inspiration for the project.		
Assessment	Students will be assessed through Do It Now Tasks, a drawing and recording task and end of unit evaluation		
<p><u>Essential Knowledge (what must students know):</u></p> <ul style="list-style-type: none"> • Students will be able to draw and record in various ways including as biro, tonal, fineliner and continuous line • Identifying the techniques of artist Cas Holmes and Carolyn Saxby developing on language introduced in the last project • An introduction to using various fabrics and textures to create tactile sketchbook pages • An introduction to using embroidery techniques to draw with <p>Terminology: Embroidery, Texture, Tactile, Evaluate, Analyse, Continuous , Depth, Form, Observe, Develop</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and respond to a starting point • Create their own sketchbook using various found objects, material and textures • Apply stitch to their work to embellish and add texture • Successfully observe from primary sources to draw and record 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Create and bind their own sketchbook/creating a mood board 2. Drawing and recording from primary sources 3. Drawing and recording from primary sources 4. Experimental drawings 5. Artist discussion- Carolyn Saxby and Cas Holmes 6. Introduction to stitch techniques 7. Creating a tactile sketchbook page with stitch 8. Creating a tactile sketchbook page with stitch 9. Responding to Cas Holmes/Carolyn Saxby 10. Responding to Cas Holmes/Carolyn Saxby 11. Responding to Cas Holmes/Carolyn Saxby 12-14. Compare and contrast 	
<p><u>Careers Links</u> Textile Designer Surface Pattern Designer</p>	<p><u>Enrichment</u> Visit to Biddulph Grange Gardens</p>	<p>MYPB Creativity, innovation, resilience,</p>	

Art Textiles: Scheme of Learning

Cells Transition

Unit description/overview

Lesson	Objective	Lesson Content	Resources and Scaffolding	Teacher Notes, additional planning etc
1	To know how to discuss the work of other practitioners and how this links to own work	<ul style="list-style-type: none"> • Exploring the work of Natalie Spencer • Discussing and reviewing visual work 	<ul style="list-style-type: none"> • Images of Natalie Spencer’s work • Sentence starters 	
2		Mono printing		
3				
4				
5				
6				
7				