

The Art & Design Curriculum

<p>Whole School Curriculum Intent:</p>	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none"> ● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives. ● Depth - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding. ● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity. ● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
<p>Subject Curriculum Intent:</p>	<p>At Wallington County Grammar, our Art and Design curriculum is rooted in the belief that artistic expression is a vital and transformative element of a well-rounded education. We aim to nurture confident, creative, and critically aware individuals who are equipped to engage thoughtfully with the visual world around them.</p> <p>We believe that art and design embody some of the highest forms of human creativity, and we strive to ensure that every pupil is challenged, inspired and empowered through a high-quality and ambitious curriculum. Our curriculum provides rich opportunities for students to explore, experiment and refine their creative ideas, whilst mastering the technical skills necessary to produce personal and meaningful outcomes.</p> <p>Through carefully sequenced learning, students will:</p> <ul style="list-style-type: none"> ● Produce imaginative and purposeful creative work, developing their ability to express personal ideas and respond to artists and the world around them; ● Become highly proficient in a range of techniques including drawing, painting, mixed media, and digital processes; ● Think critically and evaluate creative works, using the specialist language of art, craft and design; ● Develop a deep and analytical understanding of artistic practices through critical engagement with the work of traditional, modern, and contemporary

	<p>artists, designers, and makers from a broad range of historical periods and cultures.</p> <p>Not only does art allow students to be creative and express themselves with confidence, but it also builds resilience and cultural awareness, empowering them to navigate and enrich an ever-changing world with curiosity and passion.</p>
<p>Subject Curriculum Aims:</p>	<p>At Wallington County Grammar our Art & Design curriculum is designed to nurture creativity, technical skill, and critical understanding. Pupils are encouraged to develop their own ideas while gaining a deep appreciation of the visual arts, craft, and design across history and contemporary practice.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ● Develop creativity and personal expression, refining ideas and increasing proficiency in a range of techniques and media. ● Record observations and explore ideas through sketchbooks and a range of materials. ● Gain confidence and skill in handling a variety of materials, including drawing, painting, sculpture and print making. ● Analyse, evaluate, and make reasoned judgements about their own work and the work of others, using critical reflection to strengthen visual impact. ● Acquire knowledge of the history of art, craft, design, and architecture, exploring key periods, styles, movements, and influential practitioners from ancient times to the present. ● Understand and respond to the work of artists, architects, and designers, drawing inspiration and informing their own creative practice.
<p>Exam Boards</p>	<p>GCSE: OCR A Level: OCR</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Exploring the Formal Elements.	Exploring the Formal Elements.	Warrior Shield Project.	Warrior Shield Project.	Portraiture and the Grid Method.	Portraiture and the Grid Method.
	Assessment 1 Format:	Multiple choice question paper and current practical classwork.		Assessment 2 Format:	Multiple choice question paper and current practical classwork.	
Y8	Landscape.	Landscape.	Pop Art.	Pop Art.	Architecture and Sculpture	Architecture and Sculpture
	Assessment 1 Format:	Multiple choice question paper and current practical classwork.		Assessment 2 Format:	Multiple choice question paper and current practical classwork.	
Y9	Still Life	Still Life	Portraiture	Portraiture	Personal Response	Personal Response
	Assessment 1 Format:	Assessment based on student coursework.		Assessment 2 Format:	5 hour practical exam.	
Y10	Identity	Identity	Identity	Identity	Identity	Identity
	Assessment 1 Format:	Assessment based on student coursework.		Assessment 2 Format:	10 hour mock exam over two days.	
Y11	Identity	Identity	EST Portfolio	EST Portfolio	EST Portfolio	EST Portfolio
	Mock Format:	Assessment based on student coursework.		Assessment 2 Format:	10 hour mock exam over two days.	
L6th	Personal Portfolio	Personal Portfolio	Personal Portfolio	Personal Portfolio	Personal Portfolio	Personal Portfolio
	Assessment 1 Format:	Assessment based on student coursework.		Assessment 2 Format:	15 hour practical exam over three days: a response piece to their personal portfolio work.	
U6th	Personal Portfolio	Personal Portfolio	EST Portfolio	EST Portfolio	EST Portfolio	EST Portfolio
	Mock Format:	15 hour practical exam over three days: a response piece to their EST project.				

Key Vocabulary

Formal Elements:

- Line
- Colour
- Texture
- Pattern
- Shape/form
- Tone

Composition

Contrast

Balance

Proportion

Perspective

Scale

Medium / media

Colour (primary, secondary, tertiary, complementary, warm, cool, hue, saturation, tint, shade)

Traditional, modern & contemporary

Suggested Reading List

KS3

Tuohy, Andy. (2015) *A-Z Great Modern Artists*

Dorling Kingsley (publisher). (2017) *The Art Book: Big Ideas Simply Explained*

Phaidon (publisher).(2020) *The Art Book (Revised Edition)*

Gaiman, Neil and Chris Riddell. (2018) *Art Matters*

Loske, Alexandra. (2019) *Tate: Colour, a Visual History*

KS4

Berger, John. (1972). *Ways of Seeing*. London: Penguin Books Ltd.

Gombrich, E.H. (1995) *The Story of Art*. London: Phaidon Press

Itten, Johannes. (1970). *The Elements of Colour*. New York: John Wiley & Sons.

Danchev, A.(ed.) (2011) *100 Artists' Manifestos: From the Futurists to the Stuckists*. London: Penguin Books Ltd

Dexter, Emma. (ed.) (2005) *Vitamin D: New Perspectives in Drawing*

6th Form:

Ways of Seeing - John Berger

On Photography - Susan Sontag

The Story of Art - Ernst Gombrich

Mythologies - Roland Barthes