

### Curriculum Intent

Art students at The Hastings Academy produce creative work, exploring their ideas and recording their experiences. They become proficient in drawing, painting, sculpture and other art, craft and design techniques. They learn to evaluate and analyse creative works using the language of art, craft and design. They learn about artists, craft makers and designers and understand the historical and cultural development of their art forms in the wider cultural, artistic and political context. Our curriculum is designed to sequentially embed key practical experience of materials, techniques and processes. This gives students a wide variety of skills to draw upon, both in the completion of coursework projects and as they develop into independent creative practitioners. Through a combination of practical demonstration and making tasks, students retain knowledge and key skills relevant to the course. This enabled by excellent facilities including a Kiln, Silk screen printing and bespoke IT facilities with Adobe design software. We link practical tasks to the wider artistic context, linking projects to a broad range of culturally diverse contemporary artists and photographers. This is supported though visiting artists and external visits to London galleries as well as local galleries such as The Hastings Contemporary, De La Warr Pavillion and Towner Gallery

### How is Art assessed at THA?

We follow the AQA art and Design curriculum and asses work using the following assessment objectives:

- A01 – Develop ideas through investigations, demonstrating critical understanding of sources.
- A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- A03 – Record ideas, observations and insights relevant to intentions as work progresses.
- A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

We regularly moderate work and assess work through the use of exemplar Artwork. Every year two members of staff from the Art department attend the standardization training to ensure that marking is consistent. Task sheets are used in each project to allow students to articulate their Progress against set criteria. Live marking is used by teachers to give real time feedback. We also make use of rank orders and sampling to ensure consistency between groups.

### Cross Curricular Links

Our Street Art project links to the History curriculum and the use of political posters. We link to Biology through study portraiture and anatomy. We link to MFL through the Mexican Art project, using Spanish vocab around Mexican Day of The Dead.

### How this prepares students for their next stage of education/employment

We expect students to be able to identify, analyse and synthesise knowledge about artists, cultures and art movements relevant to their topics. Students will be confident using a variety of techniques, materials and processes to create artwork. Students will record their observations accurately through drawing, photography and detailed annotation. Students will produce a meaningful final piece outcome that draws together the threads of their projects. By the end of Year 11, students should be prepared for A-level art courses and be able to work independently to create art projects that reflect the world around them. They will understand their own work in the wider artistic, cultural and political context.

### Enrichment Opportunities

A range of Artists and cultures are studies ranging from Mexican Day of the Dead to Street Artists such as Banksy. Students have the opportunity to attend school trips to Galleries in London as well as local galleries such The Hastings Contemporary. We make use of our outstanding Artistic context within Hastings to run workshop

### Resources/Materials to Support Learning

Contextual resources; artist websites, galleries, art magazines, Gallery websites, art books. Materials and processes; Computers, Photoshop, printing media, sculptural media, Kiln for firing ceramics, painting media, Textiles including embroidery materials media, fabrics, sewing machines. Recording media and resources; sketchbooks, drawing media, literacy mats, sentence starters. Exemplar materials including final pieces on display. The School site includes a woodland which is used at end year 7 as part of the landscape unit and in Year 9 when looking at Andy Goldsworthy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Topic:</b>  <b>Photography - Fantastic and Strange.</b>  <b>Fine Art - 'Messages' (Political Art) or Texture</b>  <b>Sculpture – 'Messages' (political Art)</b></p>	<p><b>Topic:</b>  <b>Photography - Fantastic and Strange.</b>  <b>Fine Art - 'Messages' (Political Art)</b>  <b>Sculpture - Landmarks Project</b></p>	<p><b>Topic:</b>  <b>Photography - Fantastic and Strange.</b>  <b>Fine Art - 'Messages' (Political Art)</b>  <b>Sculpture - Landmarks Project</b></p>	<p><b>Topic:</b>  <b>Independent Projects (Free choice from 5 themes) Messages (For Textiles students and Fine Art students that completed Texture in Project 1)</b></p>	<p><b>Topic:</b>  <b>Independent Projects (Free choice from 5 themes) Messages (For Textiles students and Fine Art students that completed Texture in Project 1)</b></p>	<p><b>Topic:</b>  <b>Independent Projects (Free choice from 5 themes) Messages (For Textiles students and Fine Art students that completed Texture in Project 1)</b></p>
	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Photography</b> students choose from a range of three themes (scale/distorted portraits/distorted landscapes) within the overall topic of <b>'Fantastic and strange'</b>. This gives the students greater autonomy and begins the process of diversification and independent study while still maintaining the benefits of a supportive project structure. Students visit The De La Warr Pavilion, Bexhill seafront and Egerton park to build up a portfolio of contacts to use for their projects</li> <li>• <b>Fine Art</b> students are given the topic of <b>'Messages'</b> to enable them to develop a more personal and conceptual approach to the development of their work. Students consider a wide range of issues with Street art including FGM, ME2, Extinction rebellion, Brexit etc. Students select their own themes and issues to develop a personal response to street art. Skills development is supported through lessons that develop key skills such as collage, printmaking, stencil design and spray painting. Depending on individual students, the project order may be flipped and students may complete the <b>Texture</b> project at this point if more structure/specific skills teaching is required.</li> <li>• <b>Sculpture</b> students also complete the <b>Messages</b> project with an emphasis on 3-d making skills. This includes clay, wire construction, mod rock and cardboard construction.</li> <li>• <b>Textiles</b> students are given the topic of <b>Texture</b> to develop a more personalised and independent project based on their own interpretation of texture. Students use a variety of drawing media and printmaking to create observational studies of textures. These studies are then used to make textile samples using felting, applique and embroidery. Students research textile artists and designers such as Alexander McQueen, Louise Watson and Cas Holms.</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Photography:</b> Project Continues. Students Visit London Bridge, Borough Market, the Tate Gallery and London Southbank to build up a portfolio of contacts to use for their projects.</li> <li>• <b>Fine Art:</b> Project Continues.</li> <li>• <b>Sculpture:</b> Project continues</li> <li>• <b>Textiles:</b> Project continues</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Photography:</b> Project Continues. Students create a final piece outcome that concludes their project.</li> <li>• <b>Fine Art:</b> Project Continues. Students create a final piece outcome that concludes their project (usually a canvas or sculpture)</li> <li>• <b>Sculpture:</b> Project Continues. Students create a final piece outcome that concludes their project (must be 3-d)</li> <li>• <b>Textiles:</b> Project continues. Students create a final piece that concludes their project (must be constructed textiles)</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Photography:</b> In term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual photography project.</li> <li>• <b>Fine art:</b> In Term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual Fine Art project. <i>If the project order has been flipped (depending on the needs of the students and judgement of the class teacher), students will undertake the Messages project at this point.</i></li> <li>• In <b>Sculpture</b> In Term 4/5, Students choose from a selection of 5 topics. Students now have greater independence to create individual projects. The previous three projects have taught them the technical skills required to meet the assessment objectives and construct a coherent conceptual sculpture project.</li> <li>• In <b>Textiles</b> in Term 4/5, Students are given the topic of <b>'Messages'</b> to enable them to develop a more personal and conceptual approach to the development of their work. Students consider a wide range of issues with Street art including FGM, ME2, Extinction rebellion, Brexit etc. Students select their own themes and issues to develop a personal response to street art. Skills development is supported through lessons that develop key textile construction skills</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Projects Continue (<b>all endorsements</b>)</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students Visit Rye Harbour to build up a portfolio of contacts to use for their projects.</li> <li>• Projects Continue (<b>all endorsements</b>)</li> </ul>
	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b>  Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p>	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b></p>	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b></p>	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b>  Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p>	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b></p>	<p><b>Key Skills:</b>  <b>A01 (Analysis/Research):</b>  Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p><b>A02 (experimenting):</b></p>

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	<p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>	<p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p><b>A03 (Observation)</b> Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p><b>A04 (Refining)</b> Planning and producing a final piece. Concluding and evaluating a project</p>
	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>	<p><b>Assessment</b></p> <p>Formative live marking every lesson. Task Lists once per project including self-assessment. Summative assessment of projects against criteria and exemplar images. Self-evaluation. Peer Assessment.</p>
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<b>Year 11</b>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Photography: Students Visit Hastings Old Town to build up a portfolio of contacts to use for their projects.</li> <li>Projects Continue (All endorsements)</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Project Continues. (all endorsements) Students create a final piece outcome that concludes their project</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Students begin their exam projects. Exam papers are given to students on 3rd January. They then commence choosing and undertaking a practical project from one of the seven themes on the exam paper. Photography students visit London.</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Photography students visit Alexandra Park to build up a portfolio of contacts to use for their projects.</li> <li>The 10 hour controlled assessment period takes place either side of the Easter holiday after which all exam projects are locked away. (all endorsements)</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Once Exams are complete, students are given any remaining time to complete outstanding coursework tasks before the final submission of marks at the end of term 5</li> </ul>	<p><b>Key Knowledge:</b></p> <p>N/A</p>

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