



Learning Aims and Curriculum Intent:

<p>Intent: As a department we are fundamentally committed to providing students with outstanding learning opportunities and, as a result, we intend to make a significant contribution to the field of Art Education. Put in simple terms, we intend: To be recognized as one of the most forward thinking and successful Art departments in London (and by extension the world). To be recognized as a center of excellence in Art education (beyond merely secondary education). To provide outstanding opportunities and experiences for Forest Students. To provide outstanding Art opportunities for the wider community. Our curriculum is fundamental in making this happen.</p>	<p>Departmental Aims: Broadly, the curriculum will form an important part in enabling the realisation of the Art department's 'Vision and Values Statements' (points 1, 2 and 3 are of particular relevance). These statements are a means of bringing our intent to life. They are outlined below: (1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability. (2) Forest Students Have an Excellent Art Experience. (3) We Raise the Profile of the Department so it is High Profile. (4) Staff have access to Excellent Subject Specific CPD. (5) Students Art education prepares them well for life beyond the White Gates allowing them to engage with the aesthetic world with confidence and appreciation. More specifically, the Year 7 curriculum will support students in acquiring the KS4 Skills, Knowledge and Threshold concepts for Textile Design which are outlined below.</p>
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Student will develop well developed understanding of...	More specifically ...	When will this occur?
The formal elements	An understanding of specific tactile vocabulary and elements of textiles. Repetition, Composition, Scale.	Year 10 Lent and Trinity
Observational Drawing	An understanding of drawing from observation using textiles techniques and processes.	Year 10 Michaelmas and Lent, Year 11 Michaelmas
Colour Theory	An understanding of emotional and historical responses to colour, use of palettes and colour ways.	Year 10 Michaelmas and Trinity
Mark making	An understanding of how a range of marks can be made on a range of different fabrics and other surfaces. An understanding of the historical context of mark making.	Year 10 Michaelmas and Year 11 Michaelmas
Experimental / wider drawing	An understanding of drawing in its wider sense and how drawing can be used within textiles for example through stitch, printmaking etc.	Year 10 Michaelmas and Year 11 Michaelmas
Printmaking	An understanding of mono printing, relief printing, screen printing, an understanding of surface qualities and mark making.	Year 10 Michaelmas
Textiles techniques	An understanding of how to use specific textiles processes such as: Hand stitching, machine stitching, embroidery, applique, felting, batique, shibore, fabric dyeing (natural), construction methods mixed media (specifically fabric manipulation).	All Terms
Photography Skills	An understanding of how to record ideas and document work using photography including an understanding of ISO, Aperture, and length of exposure. An understanding of a broad range of compositional styles.	Year 10 Michaelmas
Basic Digital editing techniques	An understanding of how Photoshop and Illustrator (and other apps) can be used to create and edit designs.	Year 10 Lent
Sketchbook presentation	An understanding of how to create a dynamic page that clearly communicates ideas and create visual impact.	All terms
Artist Analysis	A well-developed critical understanding of the work of specific artists and designers. Experience of engaging directly in Art through exhibitions.	All terms
Design and Development of Ideas	An understanding of how to record, review and refine ideas through a range of drawing techniques and processes.	Year 10 Lent and Year 11 Michaelmas
Reflect on and learn from mistakes	Using reflective language to demonstrate a critical understanding of their creative processes.	All terms
Learning independently	An ability to construct their own success criteria and reflect on work considering WWW EBI?	All terms

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Topic: 'Natural Form'.</p> <p>Indicative content: Big Learning Objective: Develop your own personal and Meaningful Project in Response to the theme of 'Natural Form'. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Whilst this project will enable students to freely pursue an idea/ topic/ or concept of their choice, it is important to acknowledge that workshop lessons covering specific skills, processes and techniques will be explicitly taught. These include:</p> <p>Various approaches to sewing.</p> <p>Various approaches to knitting.</p> <p>Various approaches to weaving.</p> <p>Varied approaches to textile construction.</p> <p>For a more detailed breakdown of these skills please refer to the table above which outlines the skills, knowledge and threshold concepts relating to KS4 Fine Art.</p> <p>Threshold Question: How can I investigate a topic of 'Human Form' using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Textile Design</p>	<p>Subject Specific Skills</p> <p>The formal elements Sketchbook Presentation Observational Drawing Mark Making Printing Techniques – Lino Cutting Paper Manipulation Fabric Manipulation Experimental/ wider drawing – sewing machine skills Surface Design & Embellishment – hand and machine embroidery, applique, reverse applique, batik Brief Design and development of ideas Cultural Appropriation vs Appreciation Recyclable materials/Sustainability Reflect on and learn from mistakes.</p> <p>Transferable Skills</p> <p>Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>

Lent	<p>Topic: 'Natural Form'.</p> <p>Indicative content: Big Learning Objective: Develop your own personal and Meaningful Project in Response to the theme of 'Natural Form'. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>AO3: Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Whilst this project will enable students to freely pursue an idea/ topic/ or concept of their choice, it is important to acknowledge that workshop lessons covering specific skills, processes and techniques will be explicitly taught. These include:</p> <p>Various approaches to sewing.</p> <p>Various approaches to knitting.</p> <p>Various approaches to weaving.</p> <p>Varied approaches to textile construction.</p> <p>For a more detailed breakdown of these skills please refer to the table above which outlines the skills, knowledge and threshold concepts relating to KS4 Fine Art.</p> <p>Threshold Question: How can I investigate a topic of 'Human Form' using appropriate media, processes, and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Textile Design</p>	<p>Subject Specific Skills The formal elements Sketchbook Presentation Observational Drawing Mark Making Printing Techniques – Lino Cutting Paper Manipulation Fabric Manipulation Experimental/ wider drawing – sewing machine skills. Surface Design & Embellishment – hand and machine embroidery, applique, reverse applique, batik Brief Design and development of ideas Cultural Appropriation vs Appreciation Recyclable materials/Sustainability Reflect on and learn from mistakes.</p> <p>Transferable Skills Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>
Trinity	<p>Topic: Self-Directed Project (Students develop a project in response to their own self-selected theme).</p> <p>Indicative content: Objective: Investigate a project of your choice. Ensure that you:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Threshold Question: How can I investigate a topic of my choice using appropriate media, processes and techniques to: Develop Ideas Refine Ideas Record Ideas Present Ideas</p> <p>Discipline: Discipline: Textile Design</p>	<p>Subject Specific Skills Students' choice</p> <p>Transferable Skills Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment is in the final marking of GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. Use of KS4 Assessment Grid and Departmental Standardisation training to aid accuracy of assessment.</p>

Examples of Homework	<p>(1) Take a series of photographs of a natural forms from several angles. Refer to the work of Jem Southam for guidance. Ensure that you:</p> <ul style="list-style-type: none"> • Take at least ten photographs. • Explore different angles. • Explore different perspectives. • Utilise a variety of framing techniques. <p>(2) Present a sequence of Textile Manipulation samples in your sketchbook. Ensure that you:</p> <ul style="list-style-type: none"> • Utilise an effective composition. • Include purposeful annotation. • Include images of the work of other artists that has inspired/ informed your work. • Include photographs documenting your progress. <p>Include your best samples.</p>	
Key terminology	<p>Great teaching can perhaps be understood as being akin to Jazz Improvisation. E.g. Freedom to respond to an environment in a way that is sensitive and brings about new learning and experiences can only occur within very strict and well-constructed boundaries and frameworks. With this in mind it is important to note that, throughout the course of a project, and as a result of expert teaching, some key terminology will develop unexpectedly. For this reason, the list below is not exhaustive. However, as a minimum, the following terms will be explored:</p> <p>Chine Collett, Etching, Scrim, Freehand Embroidery, Irish Stitch, Positive space, Negative space, Crochet, Reduction printing, Adigraf, Lino, Hatching, Cross hatching, Composition, Refinement, Critical analysis, Documentation, Recording, Presentation, Development, Observation, Tone, Line, Texture, Shape, Form, Pattern, Space, Pattern, Shi bore, Batique</p>	
Super-curricular enrichment and scholarly extension	<p>Due to the self-directed nature of KS4 content, students Super Curricular requirements will differ. As such, we will differentiate and propose different super curricular opportunities to students on a case-by-case basis. This will be evidenced in students tutorial logs/ digital sketchbooks and can be shown upon request. However, for Michaelmas 1, all students will be encouraged to...</p> <p>Michaelmas:</p> <p>Read: Bart Hess – ‘Human Bodies as a Blank Canvas’. https://www.onegmagazine.com/art/bart-hess-human-bodies-as-a-blank-canvas/</p> <p>Watch: Iris Van Herpen ‘Architectonics’ https://www.youtube.com/watch?v=kOoJTwjLi64 How to weave like Anni Albers https://www.tate.org.uk/art/artists/anni-albers-3067/how-weave-anni-albers</p> <p>Visit: The Victoria and Albert Museum https://www.vam.ac.uk/</p> <p>Lent: Differentiated based on individual student needs/ topics.</p> <p>Trinity: Differentiated based on individual student needs/ topics.</p>	
Useful websites		
Who can I contact?	Head of Department	Mr James Stevenson – JWS@forest.org.uk
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