



Subject Spotlight

Art & Design

The study of Art, Craft and Design allows some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Curriculum intent

Art and design at Teesdale School, leads students on a creative journey through self-expression whilst developing a wealth of knowledge in core skills. Projects are exciting and allow students to develop a whole range of skills in drawing, painting, mixed media, digital editing, ceramics, and darkroom photography.

We encourage our students to explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence and imagination. We pride ourselves on the variety of specialist resources and ideas from which to develop a wide variety of subject specialist skills. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Students reflect critically on their own work and that of others, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively, intelligently and independently.

Using the formal elements of art and design, students articulate their thoughts and opinions about artwork from a range of artists, designers and practitioners and the work of their own and peers, with subject-specific terminology.

Key Stage 3 Curriculum

In year 7, students are introduced to the formal elements of Art & design. They are introduced to the 'building blocks' of art, demonstrating their understanding of shape, line, colour, pattern, texture and tone. Students are then encouraged to apply their knowledge in our 'Sweets' project where they are encouraged to evaluate the work of artists including Wayne Thiebaud and Sarah Graham whilst developing their drawing and painting skills. As students' progress, they will experiment with a range of materials, techniques and processes including coloured pencil, watercolour, print and collage.

Our project 'In the Woodland' allows students to explore British wildlife and experiment with their own ideas as they build key practical skills including colour mixing and recording from observation, while responding to the work of artists and illustrators inspired by this theme.

As students' progress into Year 8, they develop their drawing skills in our Architecture project. Working in a range of media including tonal pencil, biro, oil



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pastel and watercolour, students are encouraged to build on their knowledge of drawing processes and apply this when recording from observation. Students investigate the powerful and atmospheric drawings of Ian Murphy, in contrast to the colourful architecture in Barcelona by Antoni Gaudi. Moving into term 2, students are introduced to our 'ASIA project, where they will create a commemorative tile to celebrate Chinese New Year. This project looks at different elements of Asian culture and allows students to use these as a catalyst to develop their own ideas. In Term 3, students investigate a project based on 'Plastic Pollution'. This project allows students to explore environmental issues, specifically in our oceans.

In Year 9, students begin with our exciting 'Food' project. Students are encouraged to develop their creativity by working across several creative disciplines including drawing, painting (watercolour & acrylic) and photography.

Students move onto evaluating the work of great artists as they explore the world of POP Art, delving into 1950's POP culture and the extraordinary work of Andy Warhol.

As students progress into Term 2, they focus on refining their art skills in our 'Cells and Natural Structures Project' designed to give students a taster of taking the subject for KS4. By investigating the work of artist Heather Knight, students will develop their skills in sculpture, including creating a ceramic tile.

Studying art and design can open doors...

By choosing to study an A-Level in Art and Design, students may wish to pursue careers in the following specialist fields: Freelance Artist, Interior Designer, Photographer, Architect, Art Director, Fashion Designer, Games Designer, Graphic Designer, Industrial Designer, Multimedia Artist, Curator, Art Therapist, Art Teacher, Illustrator and Conservator.

Key Stage 4 Curriculum

In Key Stage 4, students advance upon processes introduced at Key Stage 3, developing their confidence and creativity. Students are introduced to the creative process as they enhance their knowledge of investigating contextual sources, recording their independent ideas, experimenting with materials, refining their ideas and ultimately producing personal and meaningful outcomes. Through a variety of creative and dynamic projects, students are encouraged to develop independent lines of inquiry which aim to broaden their experience of the wider world, allowing them to develop as creative thinkers while learning about their own local areas and heritage. There is a strong careers focus at KS4, with students working for a client to meet a brief.



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Key Stage 5 Curriculum

In Key Stage 5, students are encouraged to develop their creative potential through the exploration of a robust variety of materials, techniques and processes. Students will have the opportunity to refine their ideas and realise their creative potential by investigating contextual sources and responding appropriately, conducting independent lines of inquiry, informing a range of creative ideas and concepts. Students develop as mature, creative individuals as they progress with their 'Personal Investigation' component, requiring them to compile a rigorous and robust body of work, exploring themes of their own choice.