

## Sandhill View

### Art and Design Curriculum Policy 2025/26

#### Achieve Aspire Enjoy

#### Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately we want students to '**Know More, Do More and Go Further**'

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

#### Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. Art allows pupils at SHV the opportunity to express themselves and use their imagination to produce creative outcomes. The Art and Design curriculum is planned to enable all students to develop knowledge & skills in the following areas:

- Technical skills in drawing, painting and making
- The ability to experiment with materials, refine ideas and be confident enough to make mistakes.
- Imagination and creative thinking and making
- Critical analysis of imagery of both contemporary and historical sources

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Aiming high, staying positive and resilience
- Communication skills (listening, speaking, presenting)
- Teamwork and problem solving,
- Creativity and thinking skills
- Self-management and leadership

The Art and Design department ensure that students can develop skills that are useful in the world of work including teamwork, communication, creative thinking and problem-solving skills. We have worked closely with outside agencies for a number of years to develop visual literacy and language skills as well as techniques in making artworks. Some examples of this include the ARTiculate project with the Laing Art gallery, annual attendance at the Creative Careers fayres at Baltic Centre for Contemporary Art, visits to Sunderland University and various workshops and talks working with practising artists. The promotion of

the importance of the creative careers and its impact in the local economy is included in lessons and information is displayed throughout the department as well as within lesson resources.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. Students are taught to maturely debate and discuss contemporary issues. Students are aware of how artists explore identity and are respectful of others' views. They are considerate when creating artwork, understanding the responsibility they have.

### **Covid Recovery to 'unlock learning'**

We have built Covid Recovery into our long and short term planning by including Jump In (connect) activities to encourage deeper thought and debate in lessons and are continually updating these with relevant topics to reflect both contemporary culture and historical events. We have ensured that all planning addresses gaps in both skills and discussion techniques for all year groups, to not only improve on techniques but also creative thinking skills in order to create personal artwork. We have a focus on refining fine motor skills and collaboration in KS3 projects as these were two areas we feel have been affected by lost learning over the pandemic.

### **Literacy**

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. In Art and Textiles we provide opportunities for students to read as part of connect activities and within the classroom environment with a larger focus on this particularly with artist research in order to develop independent projects. We also have aspirations for our students to use ambitious vocabulary and are using Frayer models and 'push' techniques in lessons. Our team has embedded learning outside the classroom with developing literacy with annual ARTiculate projects with the Laing Art Gallery and regular visits to the archive at Baltic Contemporary Art gallery working with librarians to develop knowledge. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum. Students use the SMART reading and writing frames in lessons which helps them to critique artists and artworks and enables them to use the visual and creative language needed to write and talk about Art.

### **Sequence and structure**

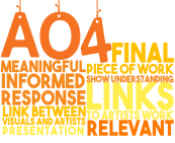
Our Art curriculum is covered in Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (years 10 and 11).

### **KNOW MORE: Our Key Stage 3 Curriculum includes the following areas of study:**

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
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Year 7	<p><b>Introduction to Art and Design:</b> Explore the importance of creative careers in architecture, craft and design and the importance of the over time. Show off your drawing skills: observational drawing and painting.</p>	<p>Portraiture: Skill workshops in a variety of materials to explore mark making. Such as pencil (developing skills taught in baseline) and introducing new materials such as biro pen, paint, charcoal and watercolour. <b>Develop creative ideas, recording in sketchbooks using skills taught above.</b></p>	<p>Portraiture: Who is Paper Monster? <b>How do graffiti artists respond to portraiture and how has this changed over time??. Using a variety of media to create a personal outcome</b></p>	<p>Childhood project: How does Sarah Graham create work inspired by memory? <b>Students understand the importance of developing work inspired by their own place in society, communicating with family to collect ideas, students will further build upon their knowledge of watercolour painting and observational drawing which was taught in half term 1&amp;2.</b></p>	<p>Observational drawings paintings and collages inspired by your childhood. Further developing observational drawing skills which were taught in ht1 to improve students fine motor and artistic skill. <b>Increase proficiency in execution of using media such as collage, painting and drawing to explore and record ideas.</b></p>	<p>Personal Response: Combining skills to develop ideas. <b>Students learn how to make individual choices to improve their own creative process to express their own ideas and thoughts.</b></p>
Year 8	<p>What is Pop Art? Exploring how Pop artists influenced the art world from 1960 to 2019 to <b>develop a critical understanding of their work. As well as practical skills, students will take part in group critiques which are put in place to help fully understand the work. It is important students know WHY</b></p>	<p>Who is Roy Lichtenstein? Technical drawing in the artist's style. <b>Learn about techniques used in a variety of graphic and pop art pieces of work through connect activities and group discussions and also how to develop creative and technical skills for example Ben Day Dots.</b></p>	<p>Pop Portraits: Using photoshop and grid drawing, create your own Pop Painting <b>expressing reasoned judgments - such as explaining colour choice - can inform their work, this will build further upon students' knowledge of colour theory which is taught in year 7.</b></p>	<p>What is expressive art? Explore the properties of watercolour paint and how it can tell a story by creating expressive art broadening their critical and technical language which has been taught in all other projects. An example of this would be dripping paint and what emotions that could represent as well as <b>further developing</b></p>	<p>Who is Loui Jover? Using the influence of shadows and silhouettes, create your own watercolour paintings <b>whilst strengthening the visual the impact of your own and the artist's work. This will further build upon student's watercolour skills which has been taught in all other projects.</b></p>	<p>An Injection of colour! Personally respond to artists' work using collage, photography and colour work. <b>You will make individual choices and gain mastery in painting and creative collage</b></p>

	<p>the work was created as well as the artistic techniques used. Students will further explore the grid method and build upon tonal pencil, coloured pencil and pen skills taught in year 7.</p>		<p>Decisions will be informed in response to group critiques, conversations and whiteboard tasks.</p> <p>Photoshop is a new experimental skill that students can use to create a personal response to the project which will contribute to their understanding of GCSE assessment objectives.</p>	<p>their knowledge of colour theory.</p>		
Year 9	<p><b>Protest Art</b> What is graffiti and what is the purpose? This will be discussed in connects, whiteboard activities, group critiques and lessons to ensure students understand WHY artists create the work. Students also study protest in history in year 9.</p>	<p><b>Protest Art</b> Using Ben Eine's lettering pieces, create issue-based artwork thinking about the language used to portray a message to have an impact on society.</p>	<p><b>Protest art: personal response</b> Explore how artists have used protest over time and consider themes important to you to create artwork. Each student's personal response will be different. Across all units' students will develop their ability to make a personal response by choosing what</p>	<p><b>My Identity:</b> How can having tattoos change our perceptions? Develop drawing techniques, evidenced in the portfolios of Tattoo artists to develop tattoo designs and study the history of why people choose to have tattoos Using the work of Ramon Maiden, explore techniques in pen, paint and photography on</p>	<p>My identity: Can you create 3D photo sculptures using thread to create an emotion or hide a personality like Maurizio Anzeri? Por create digital artwork inspired by Kruger?</p>	<p>Personal Response: Combine the techniques with taught portrait skills to develop a meaningful artwork inspired by your identity.</p>

	Study the origins as well as how to create skilled and attention-grabbing lettering fonts, considering colour theory and typography.		they create artwork about linking to our theme and why. 	primary and secondary photographs.		
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We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide regular opportunities for students to read as part of the research process.

### **Our Key Stage 4 Curriculum**

At Key Stage 4 students follow the AQA Art and Design and AQA textiles courses.

KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 GCSE Art Year 10 Textiles	Identity part 2 Art: Who is Shepard Fairey? Use a variety of techniques (listed below) to explore and understand his artwork. -Students will build upon existing knowledge of artist research influenced by smart reader. - Watercolour painting skill taught through detailed demonstration	Who is Florian Nicolle? Understand how technical skills in portraiture can be refined using expressive art techniques -Students will build upon existing knowledge of artist research influenced by smart reader. - Facial features which were taught in year 7 will be built upon by step-by-step	Personal Response: Independently explore the artist's work to create your own work.  <b>Year 10 Textiles</b> Who is Iris Von Herpen? How do they link to Flora and Fauna? Students will investigate the innovative work of <b>Iris van Herpen</b> , with a particular focus on <b>silhouettes, sculptural</b>	Art: Lora Zombie  Study the work of Lora Zombie to help students develop their understanding of what a 'theme' is and how personal choice is important when it comes to individual project as this is worth 25% of students marks.	Art: Independent study Students choose a theme which Lora Zombie has explored in her work and use this to continue project until the summer. Students will be required to find their own artist linking to this theme and create research and development	Art: Independent study  Personal response development , in exam conditions to prepare students for independent working in year 11. Students will combine the ideas of their artists to create a final outcome

<p>and regular use of visualiser</p> <ul style="list-style-type: none"> <li>- Tonal pencil shading and grid method</li> <li>- Craft knife safety and stencilling.</li> <li>- Foam stamping</li> <li>- Digital editing (ao4)</li> <li>- Oil pastel print</li> <li>- Develop understanding of personal response by creating a stencil of a celebrity and combining with a foam stamp which represents them in some way.</li> </ul> <p>All skills above are taught at ks3 but are developed year on year through practice and GCSE allows students more time to develop skill.</p> <p><b>Year 10 Textiles</b></p> <p><b>GCSE Textile Design (Year 10) – Theme: Flora and Fauna How do I respond to the design question?</b></p> <p>In this project, students will explore the theme of <b>Flora and Fauna</b>, using it as a starting point to investigate and respond to both</p>	<p>demonstration in materials such as pen, paint and tonal pencil.</p> <ul style="list-style-type: none"> <li>- Digital editing to understand how to layer work on photo pea. This method was taught at year 8 and is being further built upon using more advanced techniques.</li> </ul> <p><b>Year 10 Textiles</b></p> <p>Key artist: Alexander McQueen Key question: How does he link to the theme of Flora and Fauna? Following their initial exploration, students will study the work of <b>Alexander McQueen</b>, focusing on how the designer drew influence from nature and the macabre to create iconic fashion pieces. Students will create <b>fabric samples</b> inspired by his style using <b>embroidery, applique, and fabric manipulation</b>, alongside</p>	<p><b>form, and contemporary textile technologies.</b> Using this as inspiration, they will experiment with <b>manipulating fabric</b> through various <b>sewing techniques</b>, including pleating, smocking, and gathering. Students will develop a deeper understanding of how textile design can create form and movement.</p>	<p>Students also have choice over materials which they wish to develop further (ao2).</p> <p><b>Year 10 Textiles Independent study</b> To encourage independence and the development of a personal style, students will select a <b>textile or fashion artist of their choice</b> linking to the theme. Through research and analysis, they will explore this artist’s style and techniques, creating a personal response through <b>drawing, textile sampling, and annotation.</b> This stage will support students in developing their own design direction.</p>	<p>work using the skills and knowledge they have acquired over ks3 and 4 all while they are improving their skill each time.</p> <p><b>Year 10 Textiles</b></p> <p>How do I construct a garment?</p> <p>In the next stage, students will begin turning their design ideas into real clothing pieces. They will learn the basics of <b>pattern cutting</b>, including how to use simple pattern shapes and draping. They will start by making a <b>mock-up or sample piece</b> to test their ideas in fabric.</p>	<p>linking to their theme.</p> <p><b>Year 10 Textiles</b></p> <p>Final outcome</p> <p>In the final stage, students will create their <b>textile outcome</b> in response to the theme <i>Flora and Fauna</i>. Using the <b>pattern cutting and construction skills</b> they have learned, they will build their final piece step by step. This outcome will be made using a mix of <b>decorative textile techniques</b> such as applique, embroidery, beading, or fabric manipulation , showing links to their own research and the work of <b>Alexander McQueen, Iris van Herpen</b>, and their <b>chosen designer</b>. Students will carefully plan and</p>
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	<p>natural forms and designer influences. The class will begin by generating initial ideas through <b>mind mapping, sketching, and photography</b>, focusing on the forms, colours, patterns, and textures found in nature. Students will collate and annotate their findings in sketchbooks, developing an understanding of the theme and considering how it might be interpreted in textile form.</p>	<p>producing <b>textile illustrations</b> to respond creatively to his design aesthetic. Emphasis will be placed on layering, detail, and craftsmanship.</p>				<p>construct their work, making creative decisions based on the materials, textures, and shapes they have explored. Once complete, students will carry out a <b>critical analysis</b> of their work, reflecting on how well it communicates the theme</p>
Year 11 Art (Fine Art)	<p>GCSE Mock exam project inspired by past papers to explore materials and processes linked to a theme such as 'Food', 'Disguise' or 'Messages'.</p> <p>Exam titles are released in January by AQA.</p>	<p>Explore how artists and designers create work, making a personal response to each</p>	<p>Externally Set Assignment (Exam Prep)</p> <p>Students will explore their chosen theme and carry out artist research and experimentation with a range of media in preparation for their final piece.</p>	<p>Externally Set Assignment (Exam Prep)</p> <p>Students will explore their chosen theme and carry out artist research and experimentation with a range of media in preparation for their final piece.</p>	<p>Externally set Assignment: 10 hours of ESA time. Work is assessed and moderated by the class teachers.</p> <p>Any unfinished coursework tasks can be improved during the time until</p>	

					final marking takes place.	
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## **DO MORE: Milestone assessment end points**

**Unit specific substantive disciplinary knowledge and skill end points are detailed on individual schemes of learning.**

<b>Year Group</b>	<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<b>7</b>	<p>Students should be able to recognise and name some different art forms and characteristics. They should demonstrate their ability to evaluate the key qualities of an artwork with the use of some key words.</p> <p>Students should show their ability to use a basic range of materials and techniques demonstrating some accuracy in their outcomes.</p>	<p>Students should consistently be able to recognise and name different art forms and characteristics. They should demonstrate their ability to evaluate the key qualities of an artwork with the effective use of specialist key vocabulary.</p> <p>Students should show their ability to use and control a selection of materials and techniques, demonstrating consistent accuracy in their outcomes.</p>	<p>Students should demonstrate a highly developed ability to effectively name and discuss different art forms and characteristics.</p> <p>Students should extend their control of artistic elements by creating a highly developed and creative outcome as well as experimenting with a variety of materials, demonstrating creative, successful outcomes.</p>
<b>8</b>	<p>Students should show some improvement in accuracy of their artwork when recording from memory, observation and imagination to develop ideas towards an outcome.</p> <p>Students should demonstrate their ability to evaluate some of their own work to improve upon and realise their own creative intentions. They should be able to create some artwork and representations in response to their study of their theme or artists.</p>	<p>Students should consistently improve accuracy of artwork when recording from memory, observation and imagination to develop ideas towards an outcome.</p> <p>Students should consistently and effectively demonstrate their ability to evaluate their own work to improve and realise their own creative intentions. They should consistently and effectively be able to create imaginative artwork and representations in response to their study of the theme or artists.</p>	<p>Students should show a highly developed ability to demonstrate how they creatively and effectively improve the accuracy of their artwork when recording from various sources to develop ideas towards an outcome.</p> <p>Students should have a highly developed ability to effectively and creatively evaluate their own work to critically inform improvements in their own work and realise their own creative intentions. Students' work should demonstrate a highly developed ability to create imaginative artwork in response to a theme or artist.</p>



Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	response and realise intentions. Some ability to demonstrate understanding of visual language.	<p>A consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>A consistent ability to demonstrate understanding of visual language.</p>	<p>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>A highly developed ability to demonstrate understanding of visual language.</p>

### GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Art we will focus on **Creativity, Aiming High** and **Leadership**. Our young people have demonstrated that taking part in creative activities both in and outside of the classroom can not only boost their self esteem but they can also help others. We encourage our young people to teach skills to others and work together to learn about different cultures and events through discussion and group work. Projects from Year 7 upwards have been designed to creatively explore a variety of materials but also to refine skills to aim high to take pride in not only their final pieces but also to the process displayed in their sketchbooks.

**How does our Curriculum cater for students with SEND?** Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Differentiated and feedback tasks outlined clearly on the board or in teaching resources
- A variety of techniques, processes and materials are taught in art and photography covering forms such as 3D, collage, photo manipulation in physical and digital forms, painting, drawing and sewing
- Group work and discussion tasks to develop confidence in presentation and literacy skills

- Work is always uploaded onto TEAMS in order for both students and parents to work outside of the lesson
- Art club for all take place at lunch time and intervention takes place after school twice a week for GCSE

### **How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Art and Design, we;

- We aim to provide not only a space to teach technical skills in art, craft and design in order to build a sense of pride, resilience and creativity; but also a space where young people feel safe and comfortable to express how they feel about their society and what is happening in their world, whilst also developing empathy and understanding to others.
- Our subject encourages students to think creatively and develop transferable skills such as critical thinking, imagination and problem solving to equip them to lead in life beyond the classroom.
- Due to accessing funding for disadvantaged students we ensure all these students are equipped with a GCSE art pack to promote resilience, pride and independence in their work.

### **How do we make sure that our curriculum is implemented effectively?**

The Art and Design curriculum leader is responsible for designing the Art and Design curriculum and monitoring implementation.

The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and to shape future learning.

Assessments are checked for reliability within the department and across the Trust.

### **How do we make sure our curriculum is having the desired impact?**

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks

- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations