

ART CURRICULUM OVERVIEW



'Every child is an artist. The problem is to remain one when we grow up', Picasso. Western education with its emphasis on rational thinking can hinder the full, emotional and expressive development of a child if art education is merely mimetic. Often parents ask us 'can you teach imagination'? The nurturing of imagination, the ability to dream (remember Einstein's adage 'Imagination is more important than logic!') and give form to an expression, an idea, an object, an experience, and all these out of our unconscious, is the wonderful faculty that generates and distinguishes human civilisations. We value this aspect of the persona in every student, who is treated as an individual, on his/her personal journey of development, without comparing one against the other.

For these reasons mentioned above and also being in a School where our students show strong talent for analytical and scientific questioning, we aim to provide balance to a young person's education by nurturing the 'inner child', to quote Picasso; the intuitive aspect within a person is valued and nurtured as much as the rational and analytical. We believe these transferable skills will assist them to be pioneers, inventors, visionaries and not mere imitators. Art for us is about thinking outside the square, using Tradition as a springboard and not languishing in it.

We, as Art practitioners, aim at going beyond 'school art' in its traditional forms that many of us experienced in the past; many parents often exclaim 'I wish I was offered this opportunity when I was studying art!' This philosophy and praxis is also aligned with contemporary Art pedagogy as developed by the Institute of Education, the National Curriculum and our long association with the Exam Board AQA.

At Tiffin, Art is taught up to three periods a fortnight in Years 7 and 9, dropping to two periods per fortnight in Year 8. Students are encouraged to explore through improvisations, to embrace risk taking and accept mistakes, to be confident in evaluating, refining and finalising their unique vision. Art making has the ability to empower a student and build their self-esteem, something that we witness daily and remain vigilant to provide further opportunities for our students. Moreover, we encourage each student to specialise in their chosen medium and technique; AQA in its annual inspection reports, has commended us on the extensive variety of styles, themes and techniques presented across our exam groups.

Our Art curriculum offers a broad range of techniques which make it inclusive for all learners regardless of their level of competency. All our Schemes of work are interconnected and act as building blocks in KS3, a feature that was much praised during our Ofsted inspection in 2022. Projects are changed every six weeks, offering thus variety and an opportunity to explore art making more extensively. Our KS3 art education fully equips our students to work independently, with confidence and imagination and hence our large GCSE intake (capped to sixty students) is well prepared. Moreover, examining the work of our GCSE group, we have been twice praised by University lecturers of Architecture for its sophistication, craftsmanship and maturity of vision.

Finally, within our KS3 Schemes of work we have embedded AQA's assessment objectives for GCSE and A-Level; this further prepares our exam group students well. At every stage of their Art education, our students receive personalised attention during every lesson and teaching staff are always available to assist them with their projects outside class sessions.

School trips are organised on an annual basis for Year 9 and our exam groups, both within London or across Europe. Art clubs during lunchtimes and after school offer students further specialist training or the opportunity to acquire new skills. From September 2023 we propose to offer after school clubs in drawing and clay, and life-drawing classes for A-Level students.

For GCSE and A-Level we have been commended by AQA and Ofsted for our e-sketchbooks which ensure that all the assessment objectives are met in an organised, efficient and creative manner, without wasting time embellishing pages. This saves our students much valuable time for them to have a more balanced school life. Students who select Art for their A-Levels go on to secure placements at top Universities, such as Cambridge, Oxford, Central Saint Martins, The Bartlett School of Architecture, Kingston University, and many other Architecture faculties across the country.

KS3 ART CURRICULUM



	Year 7	Year 8	Year 9
Autumn Term 1	Introduction to Colour <ul style="list-style-type: none"> • Paul Klee Watercolour • Brushwork and colour mixing • Drawing with a brush 	Intermediate Printmaking <ul style="list-style-type: none"> • Monoprint, Polyboard print • Observational drawing-stippling • Improvisation, pattern making • colour-coordination 	Advanced Printmaking <ul style="list-style-type: none"> • Sci-fi Printmaking • Multilayer Linocut print • Digital manipulation
Autumn Term 2	Introduction to Painting (Watercolour) <ul style="list-style-type: none"> • Aquatic theme • Fish layered watercolour • Observe and develop layers of information • Charcoal drawing • photography 	Intermediate Painting (Acrylic) <ul style="list-style-type: none"> • Shoes - signifiers, patterns and design • Intermediate Colour Theory • Drawing -charcoal, pen • Collage -decoupage 	Intermediate Architecture <ul style="list-style-type: none"> • Serpentine Pavilion project • Model making / Card sculpture • Photography • Improvisation, drawings
Spring Term 1	Introduction to Ceramics <ul style="list-style-type: none"> • Aquatic theme • Fish clay tile • Template, joining clay parts, texture • photography 	Intermediate 3D Paper Sculpture <ul style="list-style-type: none"> • Designing 3D Shoes • Intermediate 3D manipulation • Texture in 3D • Improvisation • photography 	Advanced Architectural Collage <ul style="list-style-type: none"> • Hockney, Jiri Kollar • Finding connections • Pen Drawing & digital colouring
Spring Term 2	Introduction to Architecture <ul style="list-style-type: none"> • Straw Towers • Architecture illustration • Finding connections, • Improvisation, imagination • Drawing- pencil, brush • photography 	Intermediate Ceramics <ul style="list-style-type: none"> • Bird Ceramic project • Drawing -pen • Sgraffito technique, decals 	Advanced Ceramics <ul style="list-style-type: none"> • Grayson Perry • Narrative ceramics
Summer Term 1	Introduction to Portraiture <ul style="list-style-type: none"> • Collage • Mixed media drawing • Bisa Butler 	Photography & Intermediate Portraiture <ul style="list-style-type: none"> • Shadow (digital) photography and Collage • Andre Kertesz still lives • Hockney photomontage • Kehinde Wiley Project • Powerful Portraiture • Art Historical Criticism 	Advanced 3D Design <ul style="list-style-type: none"> • Car Design Sculpture • Italian Futurism 3D • Improvisation
Summer Term 2	Introduction to Portraiture <ul style="list-style-type: none"> • Collage • Mixed media drawing • Peter Clark 	Introduction to Graphic Illustration <ul style="list-style-type: none"> • Shop fronts illustration • Patrick Caulfield • Digital Drawing/ or gouache • Colour coordination 	Advanced Acrylic Painting <ul style="list-style-type: none"> • Mechanical objects, Machines • Italian Futurism 2D

KS4 ART CURRICULUM



	Year 10	Year 11
Autumn Term 1	<p>Photography</p> <ul style="list-style-type: none"> • Karl Blossfeldt • Beyond Blossfeldt: Rule of Thirds, Diagonal, Depth of field, backlighting • Impressionist Photography • Use of lighting and colour filters • Kew Gardens Photographic investigation 	<ul style="list-style-type: none"> • Self-directed project: Investigations/Museum-Gallery visits/Photographic explorations set for the summer break • SEP-DEC: Self directed theme (20 available across all media and techniques. • SEP & OCT : 4 Artist studies (a variety of techniques and specialists on the chosen theme) • Photography, collages, drawings, paintings, sculptures, connecting with Artists/Designers/Photographers
Autumn Term 2	<p>Natural Forms</p> <ul style="list-style-type: none"> • Observational drawings: pencil and inks: Susannah Blaxill, Seidel • Printmaking (Indian wood block) 	<ul style="list-style-type: none"> • Preparation for final exam: development and refinement of mock art pieces • 10h Art exam in early DEC to create a final art piece. • e-Sketchbooks finalised over Christmas break: evaluations, evidence for all four assessment objectives, links with artists
Spring Term 1	<ul style="list-style-type: none"> • Clay vessel : Natural forms: 	<ul style="list-style-type: none"> • E-sketchbooks of Coursework submitted for final assessment on the first lesson in JAN • Externally set assignment questions to be issued by AQA exam board during the first lesson in JAN • Students select a topic from AQA's list and start their investigation: • Museum/Gallery visit • Photoshoot, collages, drawings • 2 Artist studies
Spring Term 2	<ul style="list-style-type: none"> • Cubism: improvisation, 3D construction, painting, charcoal drawing, photography, collage 	<ul style="list-style-type: none"> • Continuation from above • Another 2 artist studies, introduce a variety of techniques/concepts to enhance the theme - final outcome • Creation of small final pieces and mocks • E-sketchbooks to be finalised over Easter: evaluations and evidence for each of the four assessment objectives
Summer Term 1	<ul style="list-style-type: none"> • 10h Art Exam (late April) : Cubist construction and painted • Continued from above. 	<ul style="list-style-type: none"> • One week to finalise this Unit • 10 h Art exam over two days in late April • At the conclusion of this exam, all artworks and sketchbooks are collected for the final assessment/internal moderation. No more work is allowed to continue beyond this exam.
Summer Term 2	<ul style="list-style-type: none"> • Preparations for self-directed project • 20 themes across a variety of media, 2D & 3D available 	

KS5 ART CURRICULUM



	Year 12		Year 13
Autumn Term 1	<ul style="list-style-type: none"> Teacher led projects to introduce students to Contemporary Art practice and aesthetics, as well as new techniques. Theme: 'fragmentation', a diachronic investigation from Antiquity to present practice across many media. Observational study: photography, collage, drawings, improvisations, sgraffito on clay 		<ul style="list-style-type: none"> Summer investigation: Museum and Gallery visit, photography Continuation of self-directed project: SEP to DEC: Minimum 4 artist studies, introduce a variety of techniques/concepts
Autumn Term 2	<ul style="list-style-type: none"> 3D modelling using card: Russian Constructivism, Baudrexell, Layering meanings: Lee Kirby Installation Art: modular, fragmented, re-connected, clay, plaster 		<ul style="list-style-type: none"> Minimum 4 artist studies, introduce a variety of techniques/concepts Create a series of small pieces Investigate a final design through a mock 15h exam to conclude A-Level Coursework in DEC. E-sketchbooks to be finalised over the Christmas break
Spring Term 1	<ul style="list-style-type: none"> Theme: fragmentation: self-directed Wearable architecture 3D or Portrait 2D Museum and Gallery investigation Photographs, drawings, collages, mock pieces 		<ul style="list-style-type: none"> A 2000-3000 word research paper on the self-directed theme and personal investigation This research paper together with the e-sketchbook is submitted for final assessment on the last lesson in January. First lesson in Feb: externally set assignment by AQA exam board issued to students. Museum & gallery visits Drawings and collages 1 artist study
Spring Term 2	<ul style="list-style-type: none"> 2-3 artist studies followed by 10 h Art exam: create a final piece 		<ul style="list-style-type: none"> 3 artist studies (cover a variety of techniques/concept which can enhance final outcome) E-sketchbooks to be finalised over the Easter break, evaluations and evidence for connections with all four assessment objectives
Summer Term 1	<ul style="list-style-type: none"> Self directed topic: most often reflects their future direction/interests, and definitely the student's strengths. 		<ul style="list-style-type: none"> 15h Art exam - First week in May; at the conclusion of this exam all work is submitted for marking including sketchbooks and no more work is allowed to continue beyond this deadline.
Summer Term 2	Consolidating knowledge, enrichment and progression activities	Consolidating knowledge, enrichment and progression activities	