

The Portsmouth Academy: Curriculum Intent:

This is how we learn at The Portsmouth Academy



ASPIRE



Our intention is that our curriculum ignites curiosity in our students, so that they engage with life-long learning and see themselves as both local and global citizens.

We have high aspirations for our students, and through a broad range of cultural enrichment opportunities, our one-to-one digital curriculum and strong careers provision, we nurture ambition in our students.

Our curriculum provides our students with the clearly-sequenced steps they need to take to achieve their aspirational goals and understand the potential they have to implement change.

ACHIEVE



The curriculum we offer to all students is broad, balanced and inclusive. It is coherently sequenced to support all learners, regardless of their starting points.

Building knowledge is key to our curriculum planning, and the mastery of skills enables students to experience success through learning. Our metacognitive approach, use of Thinking Tools, and self-reflection allows us to challenge our students with ambitious and varied content.

All subject areas contribute to the development of literacy, oracy and numeracy, to emphasise the value of these skills in preparing students to meet the world.

RESPECT



Our curriculum supports students to reflect on, and develop, their best selves, learning to recognise and appreciate the importance of respect, tolerance and community.

Students will have a strong sense of how their actions contribute to the wellbeing of others and the important role they play in building our school culture, and our wider community.

Throughout their learning journey, we teach students core values, routines and resilient habits of mind so that they are best prepared for the demands of adult life.

The Art and Design Department: Curriculum Intent:

Art and design embodies human creativity and expression. The department has developed an engaging and inclusive curriculum that draws upon cultural capital to inspire and challenge students; equipping them with the knowledge and skills to experiment, reflect, design and create their own works of art and craft, as artists themselves.

Students develop and reinforce their subject knowledge, practical skills and visual literacy using a variety of medium, techniques and processes; building on these year upon year to cement understanding and extend capability. They will learn their own strengths and weakness through experimenting, analysing and assessing their work and the work of others whilst being encouraged to express their thoughts and opinions respectfully and coherently using visual language.

As the students progress through KS3 they are taught to develop their curiosity, thinking and reflection to allow 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. They will be introduced to a vast range of aspirational careers throughout both key stages, exploring the work of both local and national artists, and be given opportunities through the extra curricular offer to be part of collaborative projects within the local community.

WHAT?

Students at TPA follow a 3 year key-stage 3 curriculum meaning that students will take options in year 9 after having a 'taster' year of all that we offer through our popular AQA Art, Craft and Design GCSE course. The GCSE is a two year, coursework based programme where their final grade 60% is made up of coursework alone and 40% their exam project, released in January of their second year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Baseline/Tim Burton</p> <p>What are the elements of art?</p> <p>Tone, line, shape and form are introduced through baseline assessments and a Tim Burton Monster project.</p>	<p>Mythical Creatures</p> <p>What is colour theory? Formal elements colour, texture and pattern are introduced through painting and mark making within a Mythical creatures project.</p>	<p>Mythical Creatures</p> <p>How can we use what we have learnt to create our own Mythical Creature?</p> <p>Colour theory, texture and pattern are used alongside 'The Game of Consequences' to create a final outcome.</p>	<p>Insects</p> <p>How can I recreate patterns I see in nature?</p> <p>Formal elements pattern, line, shape and texture are extended within an Insects project.</p>	<p>Insects</p> <p>What is craft and what textile techniques can I use in my artwork?</p> <p>Craft is visited alongside extending colour theory through creating a textile final piece for their Insect project.</p>	<p>Activism through Art</p> <p>What is the importance of bees and how can we help save them?</p> <p>Exploring the importance of bees through research, graphic design. and ceramics.</p>
Year 8	<p>Architecture</p> <p>What is Architecture and why is it important?</p> <p>Understanding the cultural history of architecture. Exploring one and two point perspective and the work of Antoni Gaudi.</p>	<p>Architecture</p> <p>What skills do we need to become an architect?</p> <p>Drawing upon previously learnt skills to create our own architectural design.</p>	<p>Pop Art</p> <p>What is Pop art and who were the main artists?</p> <p>Looking at Pop art through drawing and printmaking and the work of various Pop artists.</p>	<p>Pop Art</p> <p>How can we create our own Pop Art inspired collaborative final outcome?</p> <p>Looking at the work of Peter Blake to design and create a textiles final outcome.</p>	<p>Alice in Wonderland</p> <p>What does Wonderland look like to you?</p> <p>Exploring the world of Alice in Wonderland through the work of John Teniel using drawing from both imagination and observation.</p>	<p>Alice in Wonderland</p> <p>What was the Mad Hatters tea party?</p> <p>Continuing with Wonderland, designing and creating two final pieces using painting, collage and ceramics.</p>
Year 9	<p>GCSE Workshop</p> <p>Rotation 1:</p> <p>Textiles</p> <p>Who is Jim Phillips and what is his career story?</p>	<p>GCSE Workshop</p> <p>Rotation 1:</p> <p>Textiles</p> <p>What textile industries are there and how can I develop previous skills?</p>	<p>GCSE Workshop</p> <p>Rotation 2:</p> <p>Painting & portrait.</p> <p>Who were the Fauves?</p> <p>Exploring the Fauve artists use</p>	<p>GCSE Workshop</p> <p>Rotation 3:</p> <p>Printmaking</p> <p>How can I use printing techniques to create art?</p>	<p>GCSE Workshop</p> <p>Rotation 4:</p> <p>Ceramics</p> <p>How can we use our voice through activism in art? Looking at ceramicist and activist Courtney</p>	<p>GCSE Workshop</p> <p>Rotation 4:</p> <p>Ceramics</p> <p>How can we use our knowledge of activism through art to create our own?</p>

	Looking at Jim Phillips and skate/surf art to create and artist research page.	Using Jim Phillips inspired designs to experiment with textile techniques and create a batik outcome.	of colour through both modern and traditional artists and painting/drawing techniques.	Looking at the work of Frida Kahlo and other artists to explore symbolism and composition alongside printmaking techniques.	Mattison and her work for the Great Barrier Reef. Observational drawing of coral and sea life.	Creating an intricate ceramic final outcome based on our artist.
Year 10 ART	<p>Natural Form</p> <p>What is natural form?</p> <p>What artists can influence your initial investigations from your primary resources and research?</p>	<p>Natural Form</p> <p>What is the natural world? How do artists illustrate it?</p> <p>How will they inspire my own ideas?</p>	<p>Natural Form</p> <p>What other media can I use and how can I develop my skills?</p> <p>Students choose artists to look at. Experimenting and analysing.</p>	<p>Natural Form</p> <p>Further experimentation and developing ideas? How can I develop my ideas? How can I create a personal response to Natural Form?</p> <p>Completing final piece in a 5 hour mock exam.</p>	<p>Mock Exam Paper</p> <p>How do I select my own theme from an exam paper?</p> <p>How do I create starting points?</p> <p>How do I work through the assessment criteria?</p>	<p>Mock Exam Paper</p> <p>How do I start experimenting through looking at the work of others?</p> <p>How do I work through the assessment criteria?</p>
Year 11 ART	<p>Mock Exam Paper</p> <p>How do I work through the assessment criteria? What other media can I use and how can I develop my skills?</p>	<p>Mock Exam Paper</p> <p>How can I develop my ideas? How can I create a personal response to my chosen theme? Refining and Final Piece</p>	<p>Final Exam Paper</p> <p>How do I select my own theme from an exam paper?</p> <p>How do I create starting points?</p> <p>How do I work through the assessment</p>	<p>Final Exam Paper</p> <p>Further experimentation and developing ideas.</p> <p>How can I develop my ideas? How can I create a personal</p>	<p>Final Exam</p> <p>10 Hour Exam</p> <p>Complete Final Piece</p> <p>Hand in all NEA coursework.</p>	

	Experimenting and Evaluating	Making sections and refining details. Completing final piece	criteria? Experimenting and Evaluating	response to my chosen theme		
Year 11 Photography	Mock Exam Paper How do I work through the assessment criteria? What other media can I use and how can I develop my skills? Experimenting and Evaluating	Mock Exam Paper How can I develop my ideas? How can I create a personal response to my chosen theme? Refining and Final Piece Making sections and refining details. Completing final piece	Final Exam Paper How do I select my own theme from an exam paper? How do I create starting points? How do I work through the assessment criteria? Experimenting and Evaluating	Final Exam Paper Further experimentation and developing ideas. How can I develop my ideas? How can I create a personal response to my chosen theme	Final Exam 10 Hour Exam Complete Final Piece Hand in all NEA coursework.	