

## Stepney Green Sixth Form

### The Creative Arts Department. Curriculum Statement.

The Creative Industry is consistently growing, with expertise being located in the UK, namely London – the hub of the film industry, fashion designers and artists.

The creative arts curriculum at Stepney Green appeals to students wishing to pursue a career in the creative industry and / or who have a passion for being both expressive and forward thinking. The curriculum in all three subject areas, Fine Art, Graphic Communication and Product Design, have been designed to nurture and develop existing talent and build upon individual skills, to enable the students to become efficient problem solvers; a skill that is desired at HE level and thereafter within the job world.

In Fine Art we:

Intend to develop and nurture our student's creative independence, through a structured start to the course then broadening to enable the students to become more curious and develop their own lines of enquiry. The initial projects, *Expressionism, Identity and Women of Colour*, builds upon their existing knowledge and skills, developing both their dexterity and understanding of the art world whilst being analytical, investigative and implementing their own concepts within their art work. Embedding their understanding of the assessment criteria and processes they should undertake in order to create their art work is crucial as we hope this will arm them with both the knowledge and power to implement better concepts, understanding of which materials and techniques they should utilise culminating in their own self-selected project in year 13.

Implementation of the course is delivered by two specialist teachers for each year group. The students have three double lessons a week which can be supplemented with additional lessons. They have access to their own studio enabling them to work independently during non-contact time and after school. We have an annual exhibition where the student's art work is showcased alongside other schools and colleges within the borough at a local art gallery. The event is two weeks long with a private view held to open the show allowing for students to celebrate their creativity with their friends and families.

We work closely with external organisations who provide students with various opportunities to collaborate with other artists and designers within the industry on individual projects. These range from art galleries within the London Borough of Tower Hamlets such as Auto Italia and Whitechapel Art Gallery. Central St Martins, University of the Arts London who provide "Insight" sessions to university life and contact with student ambassadors where the students work towards a brief. The Brady Arts Centre, where students have the opportunity to gain an Arts Award working on an independent themed project. All of this work gives the students a wealth of experience in working not only with other artists and designers but gives them an opportunity to see real life experiences from those within the industry and understand how to implement a concept into reality whilst building upon their portfolio ready for interview. We couple this experience with visiting as many art galleries and degree shows as we can with the students but also encouraging them to attend independently, so they can view work to feel not only motivated but inspired by it.

Impact in terms of recruitment and results has been extremely positive. Our results are within the top 5% of the school's outcomes, with many of our students going on to study a creative subject at university. This is becoming an upward trend and one we hope continues. Recruitment is growing and expanding year upon year and now from outside our school network with many students from neighbouring schools choosing to come to Stepney Green to study our creative curriculum, which has been an exciting development. We hope to utilise our positive relationships with our previous students by creating an Art Alumni so that they can create and deliver workshops to our current cohorts sharing their knowledge and experience whilst introducing new skills. Through the creation of these partnership's, we hope to reinforce that the creative arts is a positive career choice as the industry is forever growing.

In Graphic Communication we:

Intend to give students the knowledge skills and understanding which reflect those of a profession graphic designer or illustrator. At the start of the course in year 12, students respond five different design briefs set by their teachers and research a variety of source material and themes to contextualise their work and produce a range of outcomes from book cover and illustration to packaging designs and animation. Students are expected to keep to the deadlines set for each half term to reflect expectations placed on professional graphic designers.

In the last half term of Year 12 and in Year 13 students will choose a theme from their previous projects to develop into a final animation submission.

As an art based course, students will build and develop drawing techniques and skills in differing styles reflecting the themes and inspirational material. Students will also make use of model making skills to create stop motion animations in year 13. How Graphic Communication differs from other Arts courses is in the use of ICT. Students will develop an advanced understanding of the use of a variety of graphics software, most specifically Adobe Photoshop and Corel Paintshop, to develop, refine and present their work to a professional standard.

In Product Design we:

Aim to deliver a creative and thought-provoking qualification which will give students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as architecture and engineering, which is a growing industry globally. Our sixth form is growing, attracting a number of girls, which is not only an important and exciting development for us on an educational level but also for this specific industry where career options are expanding.

Implementation of the subject is introduced with students investigating historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

In year 12 the course requires students to engage in both practical and theoretical study. The specification covers specialist subject knowledge such as technical, designing and making

principles. Students are required to produce a coursework/portfolio of evidence for their design and make task and produce a final prototype based on a context and design brief developed by AQA where they can choose from three different themes. In year 13, students choose their own contextual challenge. Lessons are planned in accordance to the AQA examining body specification and split between coursework and theory.

Students being prepared for exams will be looking at past papers & mark schemes as well as sit end of topic tests. Students can easily transition to further education as universities offer product design at undergraduate level.

After completing this course the most prominent sectors in which Product Designers are hired have been; Marketing, Advertisement, Public Relations, IT Companies, Architectural Industries, Social Media Platforms, Hardware/Software Companies, Advertising art director, Automotive engineer, Furniture conservator/restorer, Graphic designer, Materials engineer, Procurement manager, Product manager, Production designer and theatre/television/film.

As a creative arts department we support our students with portfolio preparation ready for university / industry interviews alongside development of their own personal sketchbooks. This is to showcase their individual creativity outside the confines of an assessment criteria and to demonstrate what their interests are. Which is an essential process to enable a smoother transition to university there they can then develop these concepts in more depth independently.