

## ART & DESIGN

### INTENT- KS3

Everything that surrounds us and that we interact with has been touched in some way by Art and Design, and students are encouraged to record their observations as they interact with their environment and stretch their imagination to consider how they can realistically and ethically affect it.

Right from the start of the first term, students are encouraged to explore a range of materials, from watercolours and acrylics to oil pastels and soft pastels, wire mesh and tissue paper. Observational drawing has always been a big part of Art, but many students do not feel confident with their drawing skills, so other media needs to be explored, so that they are provided with an inclusive experience, and can experiment with things that they hadn't considered before, to see where their strengths lie. Not every student will feel comfortable working with every medium, especially our SEND students, but we encourage them to try, and offer a range of alternative things to meet the demands of the National Curriculum, whilst striving to find something they can engage well with.

Health and safety is an important consideration when using materials, and processes such as lino printing, that are introduced in the latter part of KS3.

Literacy is an important part of the curriculum too – being able to discuss, describe and evaluate pieces of art, giving an opinion, what they can see, like and dislike, then relating it to their own lives and experiences, as well as being able to put it in a historical context.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> <li>Drawing techniques and using different types of pencils</li> <li>Traditional colour theory linked to other materials that they may use to produce a colour image</li> <li>Using oil pastels, using specific techniques and combining them with other materials</li> <li>Black Lives Matter Artists – linking their work to different themes, historical and contemporary</li> <li>Watercolour and acrylic paint – exploring the characteristics of each media</li> <li>Using media on different surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawing linked to a theme</li> <li>Mixing acrylic paint, specifically primary colours, to produce secondary and tertiary colours, for future painting reference</li> <li>Mark making with several materials, from pencils to oil pastels</li> <li>Understanding how artists have, and continue to make social comment and document events that go on in the world as a lasting memorial, relating their work to current issues in the news</li> <li>Drawing and painting with consideration for accuracy and proportion in their subject matter and their use of space and negative space</li> <li>Using their literacy skills to discuss works of art, and give opinions on what they like and dislike</li> </ul>
8	<ul style="list-style-type: none"> <li>Drawing more detailed everyday objects from direct observation, considering highlights and shadows</li> <li>Creating textures by using drawing materials</li> <li>Paper surfaces and textures – moving away from just using cartridge paper, to explore watercolour paper and sugar paper too</li> <li>Different contemporary artists within a given theme, looking at their artwork and producing artist copies</li> <li>Using acrylic paint to creative effect</li> <li>Basic printing techniques such as mono printing and press printing with simple materials</li> <li>Gradating watercolours and controlling paint effects as they move from light to dark in their watercolour paintings</li> </ul>	<ul style="list-style-type: none"> <li>More considered mark making techniques such as stippling and cross hatching, using more varied and unusual materials like stick and ink</li> <li>Creating a title page to convey the elements of the theme or project being studied, to embody the colour, texture and whole atmosphere of what they will be studying in the introductory page, to draw the viewer in</li> <li>Using paper in a more creative way – for collage, sculpture and matching the characteristics of the paper with the right paint and relating the work to contemporary artists such as Elizabeth St.Hillaire Nelson</li> <li>Discussing artists' work, building on the use of creative and visual language learned in year 7</li> <li>Combining materials by drawing over paintings and collages, and layering paint for a more creative and dramatic detailed effect</li> </ul>
9	<ul style="list-style-type: none"> <li>The Cubist art movement and how it spread not only throughout Europe but affected art across the world during the early part of the 20<sup>th</sup> Century</li> <li>Observational drawing, being selective in how and what marks they use to add detail</li> <li>Abstract art and discussing how abstract art can be interpreted and why</li> <li>The Pop Art Movement – looking again at colour theory and thinking about shapes and logos on products that are easily recognisable</li> <li>Printing techniques, including Lino printing – understanding the Health and Safety implications as well as using specialist tools to product a lino cut ready for printing.</li> </ul>	<ul style="list-style-type: none"> <li>Choosing different materials to make their own 2D Cubist collage in response to the Cubist movement that they have looked at</li> <li>Observational drawing from direct observation and secondary sources – interpreting highlights and shadows, and applying different marks and materials to gain the effect that they want</li> <li>Abstract mark making and painting with a purpose – making marks to represent part of their life, interests and things that they identify with, by undertaking a small project in watercolours</li> <li>Using oil pastels in combination with observational drawings of recognisable products, to help them develop a drawing, ready to create a lino print</li> <li>Producing a sequence of prints in a variety of colours and being able to write a step by step guide of the procedure, understanding the method as well as the creative side of the process</li> </ul>

## INTENT- KS4

At KS4 students build on the skills that they have learnt at KS3 but concentrate on the four main assessment objectives set by the exam board. These are broken down into researching, exploring and experimenting by taking inspiration from particular artists, who work with particular media or processes, being able to discuss and annotate their work, and students to link their own visual responses to it. To continue to experiment and explore with new and different materials, building on the foundations of KS3 and also using familiar materials in a new and innovative way. By recording imagery, through drawing, painting and photography – any visual means that are appropriate and being able to annotate and discuss the ideas and processes behind this. Refine and develop the work into a final and personal outcome – producing individual work that responds to a theme, showing development and discussing the intent for the work. Discussing and including work that has been successful, and work that may not have turned out as they might have intended, is valuable documentation of the learning journey at KS4, and all pieces of work have the potential to gain merit, if they are discussed and annotated.

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
1 0 & 1 1	<ul style="list-style-type: none"> <li>Investigating the work and styles of other artists who have worked within a particular theme, by researching on the internet and traditionally in books</li> <li>New and innovative processes linked to contemporary artists such as ink and bleach and looking at the commercial applications</li> <li>Sculpture – by experimenting with materials such as papier mache, modroc, wire mesh and wire, to creative effect</li> <li>Their own strengths – being able to analyse and evaluate their own work as they go along and recognise what materials they are good at working with</li> </ul>	<ul style="list-style-type: none"> <li>Annotating visual work – building on what has been done at KS3 and also evaluating and annotating their own work, with guidance and support</li> <li>Developing a basic observational drawing, by moving from pencil, to ink, to paint, to adding fine liner and water, to give a variety of visual refinements</li> <li>Using a range of printing techniques – building on what they have done at KS3 – by revisiting lino printing and mono printing, and adding carbon printing and poly print to their repertoire</li> <li>Becoming more independent when it comes to making choices and researching and investigating the work of others, in preparation for their Externally Set Assignment</li> <li>Using a DSLR camera, and being able to set up a basic image to photograph, take the picture, download it and confidently print it out for presentation as primary source research in their sketchbook</li> </ul>

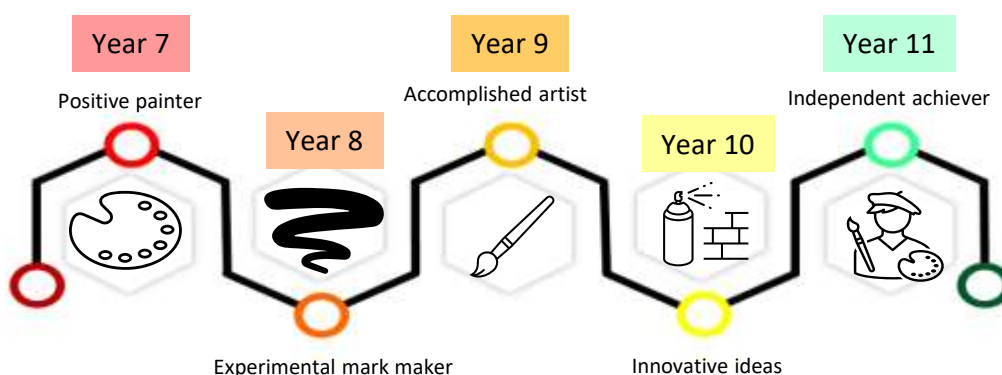
### CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

Tech/Art- Year 7	Tech/Art- Year 8	Tech/Art- Year 9	GCSE Art-Year 10	GCSE Art-Year 10
4 hours	4 hours	4 hours	6 hours	6 hours

### Qualification gained by the end of year 11: GCSE Art & Design

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> <li>Community links with local businesses for mural painting within the community</li> <li>Opportunities to work on projects within local primary schools</li> <li>Realisation of opportunities by visiting galleries and themed areas which promote wellbeing within the community</li> <li>Promotion of high ambition from university visit</li> <li>Working with local providers to realise the potential for work experience within the creative industries within the local area</li> </ul>	<ul style="list-style-type: none"> <li>Commercial illustrator</li> <li>Graphic designer</li> <li>Games designer</li> <li>Photographer</li> <li>Tattoo artist</li> <li>Portrait/pet portrait artist</li> <li>Sculptor/wood turner</li> <li>Art technician</li> <li>Art restoration</li> </ul>	<ul style="list-style-type: none"> <li>Museum curation</li> <li>Graffiti artist</li> <li>Ceramicist</li> <li>Textile design</li> <li>Animation and moving image/ film making</li> <li>Fashion design</li> <li>Architect</li> <li>Teacher/lecturer</li> </ul>

### ART AND DESIGN CURRICULUM THEMES



#### Cross Curriculum links in Art

- English – descriptive language
- Maths- grids drawing and measuring / patterns
- History – affecting movements and periods in history/ documenting events in history
- Science- documenting living things and objects for reference
- Music- Synaesthesia – sometimes artists can paint music!

# Year 7- Art Curriculum



## Curriculum theme: **Positive Painter**

Painting is something that most students do in Year 6 and earlier – moving beyond poster paints and into watercolours and acrylics, learning to experiment with the basic techniques is something to become confident with, alongside familiar materials, such as colouring pencil, in Year 7.

### KS2 recap

Pupils' skills are checked, to see what art experience and knowledge they already have, so that they can engage and progress with confidence.



### 2. Theme: Everyday Objects

Formal introduction to the basic elements of composition, exploring pattern in a little more depth.

Observational drawings linked to artist research into Cath Riley and Jim Dine.

Liam Spencer – perspective and colour – oil pastel studies.



### 4. Art History

Historical and contemporary artists are introduced and referenced right through students' studies, so they can be aware of the effect that artists have on all the things around us.

References are made to different figures through time and in different subjects in other areas across the curriculum.



### 1. Theme: Fruit & vegetables

Observational drawings including baseline testing

Colour theory

Introduction to oil pastels

Introduction to acrylics (pepper study)

Introduction to artist research and small acrylic study

Studies in colouring pencil

Black Lives Matter artists linked to colour looking at Alma Thomas

Great Masters analysis – Van Gogh.



### 3. Theme: Abstract Art

Still Life observational drawings

Still Life small sectional drawings

Exploring the work of Hundertwasser through drawing and watercolour.

Experimenting with clay to produce small tiles in the style of Hundertwasser.

### Progressing into Year 8

Students will have grasped the basic skills with a range of media to allow them to further experiment in Year 8.



# Year 8- Art Curriculum



## Curriculum theme: **Experimental mark making**

Building on mark making skills is key in Year 8 – looking at the surfaces we work on, and how these affect our marks, as well as the implements that we use, such as stick and ink. Being experimental and open minded can generate new and exciting ideas.

### Year 7 recap

Students will look again at mark making and colour theory as revision, before embarking on their new program of study

### 2. Theme: Fur, feathers, scales

Observational drawings of feathers

Watercolour studies of feathers on cartridge paper and watercolour paper

Textured title page

Artist research into a range of northern artists including Aminah Snowdon and Elizabeth St Hillaire Nelson

Considering the techniques of traditional animal painters

Collage and texture studies.

### 4. Theme: Bugs and butterflies

Fingerprint bugs with paint for title page

Observational pencil drawing of a moth or a butterfly

Observational drawing of a beetle using oil pastel

Referencing the work of Eugene Seguy – press print in artist's style

Card layer bugs with acrylic and pastel.

### 1. Title Page

Mark making title page and introductory studies of everyday objects such as Coca Cola cans.

### 3. Theme: Marine Life

Mixed media title page in ink, acrylic, charcoal and pencil.

Artist research into the colourful work of Vincent Scarpace

Acrylic paint studies

Shell studies – tone, line, cross hatching and stippling

Stick and ink mark making and shell drawings

Observational studies of shells with soft pastel shells.

### 5. Recording ideas

Students are encouraged to practice the basics at every stage to support accuracy or shape and proportion.

Some simple elements produce the most rewarding and exciting results.

### Progressing into Year 9

As students' progress into Year 9, they continue to refine their drawing and analytical skills before choosing GCSE options.



# Year 9- Art Curriculum



## Curriculum theme: **Accomplished artist**

Year 9 is a mix of realism and abstract, so that students can respond creatively to a variety of themes, using a range of materials and techniques, whilst they continue to explore and refine. Many feel that they have accomplished enough to consider the challenge of GCSE, and Year 9 marries the serious realistic work with colour and abstract.

### Year 8 recap

Students build on what they have learnt in their previous years, and usually by this point have an idea as to whether they will choose Art for a GCSE option.

### 1. Theme One: Abstraction

Exploring the theme of Abstract Art – what is it and what do you see?

Watercolour circles.

### 3. Theme Three: Pop Art

Pop artists and their different works and styles

Simplifying a recognisable secondary source image in oil pastels

Health and Safety with specialist equipment in the Art room

Experimenting with different printing methods

Evaluating methodology and celebrating our outcomes.

### Overall Plan

Art movements and abstract themes will be studied to promote independence, plus breadth and depth of study for all, not just those intending to pursue GCSE.

### 2. Theme Two: Cubism

Return to working with oil pastels and refining techniques

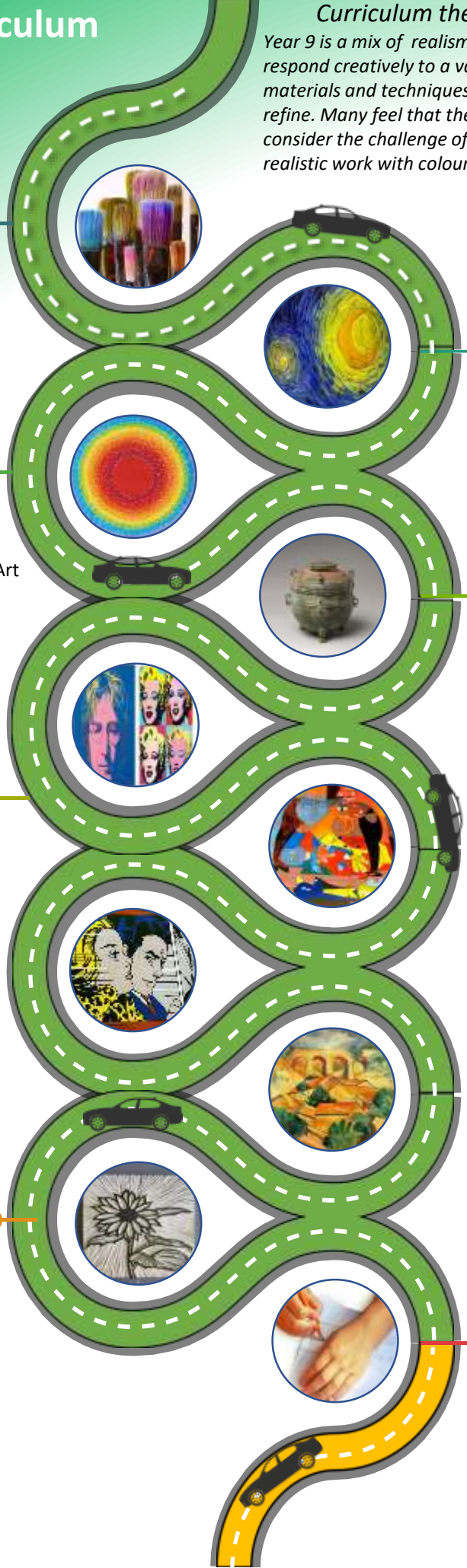
Flora and fauna tone and colour studies

Discussing Picasso and Braque

Looking at Cubist artists and modern styles, leading to paper sculptures and architecture.

### Progressing into Year 10

Students with enthusiasm and ambition within this subject area may be encouraged to choose it as a GCSE option.



# Year 10- Art Curriculum



## Curriculum theme: *Innovative ideas*

Although students are directed and supported at Year 10, they are encouraged to formulate creative and innovative responses to themes given, and other artists' work. They participate in workshops to learn how to use different materials, with some emphasis on texture and 3D.

### Year 9 recap

After the shorter projects in Year 9 many students are ready for study with greater breadth and depth.

## 1. Theme: Our Town

Students are introduced to a new theme, adapting it to bend to a sub theme of portraiture or landscape, depending on their particular interests.

Drawing details of patterns in wrought iron to encourage observation of tone.

Primary source research – using photography is essential.

Considering the formal elements of composition such as shape, pattern and texture

Looking at the modern work of Laura Oldfield, before exploring the work of John Piper and contrasting this with contemporary artist Ian Murphy.

## 3. Theme: Natural Forms or Mechanical

Exploring what theme consists of.

Personal visual responses to the work of Georgia O'Keeffe or Kandinsky – starting to promote the idea of independent study and research

Photographing natural forms and found still life both indoors and outdoors, consideration of mechanical objects or parts, which go towards forming a mechanical object.

Observational drawings in pencil.

## Exam board/information

We follow a programme of study for the AQA Fine Art submission category, which gives us the opportunity to cover a range of creative processes.

## 2. Theme: Architectural Details

Exploring the use of Modroc to build texture

Considering surface textures and colours, then looking at how materials can be applied to make creative effects

Continuing to link traditional pictorial work to contemporary urban pieces which consider the use of lettering and graffiti

Considering line drawings and the use of fine liner and paint together for subtle effects

Experimenting with paint on canvas

Final piece of own choice as a personal response to the theme of Architectural Details meeting AO4, which realises students' strongest skills across a range of materials.

## Progressing into Year 11

Students are encouraged to become more independent and make better informed decisions about choice of subjects and objects for study and research as they move towards Year 11.



# Year 11- Art Curriculum



## Year 10 Recap

In depth study continues into Year 11, as students are encouraged to take ownership of many elements of study, as they start on exam preparation in the Spring Term.

## 1. Theme: Natural Forms/Mechanical

Personal project – researching a Natural Forms or Mechanical artist of their choice and making a personal response as a 'mini mock'.

Ink and bleach studies in response to the work of Yellena James

Photographing primary source material

Observational drawing of skulls onto different paper surfaces, considering the styles of Michael

Lang, Leger, Cezanne, Warhol, Basquiat, and other artists who have used mechanical or skull images in their work, using watercolour, soft pencil, charcoal and white pastel.

## Exam preparation

The Externally Set Assignment is given early in the Spring term and is followed by an unaided personal response, timed examination, over a set period of 10 hours. A choice of titles are given by the exam board, with students following a similar format to coursework.

## Curriculum theme: *Independent achiever*

The promotion of independent thought and decision making is important when we go into Year 11. Students prepare for their unaided Externally Set Assignment in January. The structure is the same as their coursework, which they finish off in Autumn term. This is followed by a 3-month experimentation period in response to a title, chosen from a list. Finally, they produce a personal outcome in a timed 10-hour period.

## Exam board information

We follow a program of study for the AQA Fine Art submission category, which gives us the opportunity to cover a range of creative processes.

## 2. Theme : Natural Forms / Mechanical

Observational drawings – free and flowing leading to paintings and 3D work.

Cogs and seed heads observational and developmental drawings – with biro and watercolour

Shapes and forms in lino printing and other types of printing

Own choice observational drawings and developmental drawings into Modroc 3D piece

Final piece of own choice as a personal response to the theme of Natural Forms or Mechanical.

## Potential destinations

- A Level study programmes at a variety of sixth forms
- art, media or animation related programmes of study at Carlisle College or The Lakes College.

