

# Art and Design: Art

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**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn	<p><b>Topics:</b></p> <p>The formal elements: line, tone, form, shape, colour, texture through the exploration of natural forms, landscape and wider cultural art and artefacts.</p> <p>Organic Objects Project:</p> <p>Context, form and texture informed by artists, William Morris, Matisse and Georgia O'Keeffe.</p> <p>Use of recording and reference work to inform the making of a ceramic leaf.</p>	<p><b>Students will:</b></p> <p>Draw and record skills from primary and secondary source using a range of media, including pencil, pen and paint.</p> <p>Synthesise research to create design ideas.</p> <p>Produce a ceramic piece inspired by a range of artists and organic forms, such as leaves.</p>
Spring	<p><b>Topics:</b></p> <p>Yorkshire Landscapes project:</p> <p>Impressionism and the use of marks in work to capture movement and light, comparing the works of Van Gogh and Monet.</p> <p>Landscape through the exploration of David Hockney's Yorkshire landscapes, including perspective, colour and layering.</p> <p>Application of mark making, appropriate colours and the creating of depth and distance.</p>	<p><b>Students will:</b></p> <p>Learn mark making techniques in the style of Van Gogh and Monet.</p> <p>Use observational recording skills using secondary sources, using mixed media including oil pastel, chalks and paint.</p> <p>Learn and apply colour theory, using marks of colour to demonstrate an understanding of light, dark, warm and cool.</p> <p>Recreate a photograph from the local landscape using mixed media and mark making.</p>

<p><b>Summer</b></p>	<p><b>Topics:</b></p> <p>Analysis of how art from a range of Non-Western cultures can portray tradition and symbolism, specifically focusing on Non-Western masks.</p> <p>How shape, expression and mood is created in Non-Western masks.</p> <p>Combining recording and research to produce creative design ideas for the students own Non-Western style mask.</p>	<p><b>Students will:</b></p> <p>Employ observational recording skills in a range of media including pencil, pen and paper.</p> <p>Develop 3D modelling skills in card, leading to the production of a Non-Western mask.</p> <p>Use mosaic, collage and pattern applied to the model using research to inform designs</p>
<p><b>Homework:</b></p> <p>Homework in Art will be set three times per project, it will be explained in lesson and set on Satchel:One.</p> <p>The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.</p> <p>The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>For some homework tasks student will be given a worksheet to complete which will be stuck into their sketchbook in school. This work enhances their research work for their current project.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Occasionally students will be asked to collect resources such as spare cardboard, or coloured pages from magazines to support their work in school</p>		
<p><b>Assessment:</b></p> <p>AO1: Research</p> <p>AO2: Development</p> <p>AO3: Recording</p> <p>AO4: Final piece</p> <p>AO5: Annotation</p> <p>Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.</p> <p>During the Autumn term students will be assessed on the work that they produce during their Organic Objects project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Spring term students will be assessed on the work that they produce in their Yorkshire Landscape project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they complete during their Non-Western Masks project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.</p>		
<p><b>Links to Personal Development:</b></p> <p>Character</p> <p>British Values</p> <p>Cultural Development</p> <p>Social Skills, Confidence, Resilience and Knowledge</p> <p>Future success in education</p>		
<p><b>How is my knowledge further developed in Year 8?</b></p> <p>In Year 8 students will continue to develop their learning of the formal elements: line, tone, form, shape, colour, texture through the exploration of repeat and organic pattern, mechanical and organic form and the links between 2D and 3D/sculptural art.</p>		