

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>Topics:</p> <p>Development of the formal elements; line, tone, texture, scale, colour through primary and secondary observation work informing all projects.</p> <p>Realism in modern art.</p> <p>Research into the work of artists and designers from the past to present day.</p> <p>Analysing works of art, architecture, memorials, developing and expanding knowledge, empathy, historical and political understanding.</p> <p>Introduction of photography principles, including composition, light and basic editing.</p> <p>Styles of photography including research into Annie Leibovitz, Edward Weston and William Eggleston and Ansel Adams.</p>	<p>Students will:</p> <p>Explore the work of contemporary, modern and canonised artists which runs throughout the whole of the Year 9 course allowing students to develop breadth of understanding and continue to develop analysis and critical evaluation using subject specific terminology.</p> <p>Develop drawing techniques through detailed observational drawings of food focusing on tone and colour. These are used to inform a scale ceramic piece, learning slab techniques and glazing.</p> <p>Make models and card constructions to form the basis of the memorials and remembrance project, using skills learnt to produce a memorial for a chosen event or issue.</p> <p>Do photography, including landscape, portrait and close up skills, developing composition and the use of the rule of thirds.</p>
Spring	<p>Topics:</p> <p>Vanitas and still life – focus on composition and the introduction of acrylic painting.</p> <p>Gridding and accuracy, building from the learning of year 8.</p> <p>Exploration into still-life styles, analysing the work of Caravaggio, Picasso, Sam Taylor Wood and Audrey Falck and many more artists.</p> <p>Drawing principles and rules associated with perspective, scale, distance, proportion, and space, understanding and demonstrating how to draw accurately. Including one-point and two-point perspective.</p>	<p>Students will:</p> <p>Put into practice photography skills from the previous unit, producing a range of photography still life to inform a painting.</p> <p>Expand knowledge of gridding for accuracy, learning acrylic painting techniques and producing a vanitas painting.</p> <p>Further develop drawing techniques through the teaching of one-point and two-point perspective and technical drawing skills.</p>

Summer	<p>Topics:</p> <p>Texture and mixed media exploration, focusing on close-up work and Boyle Family.</p> <p>Analysis of Boyle Family works and recreation of their own close-up photograph in the Boyle family style.</p> <p>Proportion and figure drawing, exploring figure in motion and stationary poses as seen in a variety of artworks, with an in-depth study of Gericault's The Raft of the Medusa.</p>	<p>Students will:</p> <p>Explore mixed media using materials such as cardboard, mod-roc, tissue paper, sand and other organic and textured items such as cereal.</p> <p>Accurately model and recreate in mixed media, to produce a 3D version on their own photograph.</p> <p>Explore the proportions of the body and human form, learn how to draw accurate figures, applying the skills learnt to an A3 drawing informed by a famous historical piece of artwork.</p> <p>Develop proportion and figure drawing skills used to inform the production of a ceramic figure.</p>
<p>Homework:</p> <p>Homework in Art will be set three times per project, it will be explained in lesson and set on Satchel:One. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>Throughout the year students will be required to take photographs and print them out for homework. Printing facilities are available at break time, lunchtime and after school in the art department and students will be given ample time to complete this.</p>		
<p>Assessment:</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 Food, Memorials and Photography projects. 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 produce during their Texture and Figure 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>Links to Personal Development:</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>How is my knowledge developed further at GCSE?</p> <p>AQA Art and Design: Art, Design and Craft</p> <p>Following the project development format of research, development, recording and personal response students continue to extend their learning and skills from key stage three .</p> <p>Completing two coursework projects and a final exam, responding to a set brief from the exam board.</p>		