

ART & DESIGN

Curriculum intent:

In Art lessons we want students to love drawing. We want students to take a moment out of a busy day and practise the joy of seeing, observing the things we so easily pass over. Not only do we want students to learn to draw, we also want students to draw to learn. This is because the act of drawing is valuable in helping us to make sense of the world around us and within us. One of our favourite quotes in the Art Department is from the artist Pablo Picasso who said **“Learn the rules like a pro, so you can break them like an artist”**. Our aim then is to give students the tools they need to create amazing works of art as well as the visual vocabulary to break their ideas apart and put them back together in new and inventive ways.

Literacy/Reading/Oracy opportunities:

In Art lessons we expect students to have an understanding of Art vocabulary and to be able to use this vocabulary when talking and writing about artworks. There will be opportunities throughout the Art curriculum for students to express their ideas and to discuss their own and other artist’s works respectfully. Students will also need to read information on select artists in order to gather information and to inspire their own works of art.

Curriculum rationale Year 7 - 11	Autumn	Spring	Summer
Year 7	<p>Drawing Workshop Centred Around the Formal Elements</p> <ul style="list-style-type: none"> • Basics of drawing • Introduction to the formal elements: line, shape, tone, colour, form, space, texture and pattern • Comparing methods of mark making • Scale and using the grid method • Introduction to colour theory 	<p>Landscapes</p> <ul style="list-style-type: none"> • Introduction to the Principles of Design (balance, contrast, emphasis, movement, pattern, rhythm and unity) • Composition techniques • Complementary and harmonious colours • Architecture • Exploring pattern • Collage 	<p>Animation</p> <ul style="list-style-type: none"> • History of animation • Comparing types of animation • Character design • Drawing from the imagination • 3D modelling • Developing ideas • Planning and storyboarding • Digital tools • Working as a team • Artist analysis

	<ul style="list-style-type: none"> • Painting with watercolours • One point perspective drawing • Drawing in 3D • Artist analysis <p><i>Students are assessed in relation to the 4 GCSE Assessment Objectives. This covers: skills at exploring artists, experimenting with materials, drawing from observation and presenting a personal response.</i></p>	<ul style="list-style-type: none"> • Painting techniques • Clay tile making • Combining artist's techniques • Artist analysis <p><i>Students are assessed in relation to the 4 GCSE Assessment Objectives. This covers: skills at exploring artists, experimenting with materials, drawing from observation and presenting a personal response.</i></p>	<p><i>Students are assessed in relation to the 4 GCSE Assessment Objectives. This covers: skills at exploring artists, experimenting with materials, drawing from observation and presenting a personal response.</i></p>
Why?	<p>Students have very different experiences of Art based teaching at primary level. Students need to have an understanding of the foundational principles of how artworks are created. Students will then begin their learning journey with a basic understanding of the formal elements.</p>	<p>In term 2, students begin to broaden their understanding of the building blocks of Art by exploring the principles of design. Students are introduced to architecture as an art form and landscape painting as a way of exploring how artists develop ideas and how images are composed.</p>	<p>In term 3, students explore other ways of drawing besides drawing from observation. Research, experimentation and imagination are important in helping students develop ideas and unlock creative thinking skills. Students also explore the use of digital tools to aid the creative process.</p>
How parents / carers can support	<p>Students are given homework booklets containing a series of tasks to help students develop their drawing skills. Parents/carers can support by encouraging their children's efforts and by creating a space for students to focus free from distractions. If parents want to help their child we advise the demonstration of techniques on another piece of paper rather than in the booklets so that the artwork produced is fully the students own</p>	<p>Parents/carers can support by making sure students are fully equipped for lessons and by investing in some art materials. Students are given an extended homework task to encourage independent research skills and experimentation. Students are required to create a painting on a small canvas or piece of card using either acrylic paints, watercolours or oil paints. Parents/carers can support by acquiring</p>	<p>Students are tested on their knowledge of subject specific vocabulary and their spellings of keywords. Parents/carers can support by testing student's accuracy in spelling keywords before the spelling test. Parents/carers can also support by discussing artworks, watching art related programmes on television and by visiting local Art galleries which can be found in Wolverhampton, Walsall and Birmingham.</p>

	work. Parents/carers can support by recognising that drawing skill is not genetic but instead is a skill developed over time through practise much like playing a musical instrument or becoming proficient in a sporting activity.	inexpensive materials and by aiding students with their organisation. Parents/carers can support students by encouraging them to read their knowledge organisers each term and to have a go at the extension tasks provided.	
	Autumn	Spring	Summer
Year 8	Drawing Workshop Centred Around Portraiture <ul style="list-style-type: none"> • Proportions of a face • Drawing facial features • Painting skin tones • Warm and cool colours • Tints and shades • 2 point perspective drawing • Artist analysis 	Careers in Art <ul style="list-style-type: none"> • Pre-production and the entertainment industry (concept design, costume design, storyboarding, graphic design) • Drawing from imagination • Developing ideas • Anatomy (proportions of the body) • Composition • Typography • Artist analysis 	Abstract Architecture <ul style="list-style-type: none"> • Traditional and contemporary architecture • Drawing techniques • Abstraction techniques • Principles of design • 3D modelling • Clay slab building • Artist analysis
Why?	Understanding portraiture is an excellent vehicle for exploring the history of art. Drawing ourselves and others helps us to appreciate our own uniqueness and to celebrate diversity. Mixing and applying skin tones helps student to develop their painting skills and aids students in creating depth and	Students are not always aware of the vast amount of careers available to them within the creative industries. Students are avid viewers and participators of the entertainment industry through watching films, television and playing games. By exploring the artistic process behind	Students build upon skills introduced to them in year 7 by exploring further types of architecture and working in three dimensions using both cardboard and clay. Clay slab building is a traditional technique used to create 3D structures. Students can draw on their prior knowledge of cutting and shaping

	form through the use of warm and cool colours.	these industries we hope to motivate and encourage students to develop their talents and pursue their dreams.	tiles to aid them in constructing a more complex form.
How parents / carers can support	Students are given homework booklets containing a series of tasks to help students develop their drawing skills. Parents/carers can support by encouraging their children's efforts and by creating a space for students to focus free from distractions. If parents want to help their child we advise the demonstration of techniques on another piece of paper rather than in the booklets so that the artwork produced is fully the students own work. Parents/carers can support by recognising that drawing skill is not genetic but instead is a skill developed over time through practise much like playing a musical instrument or becoming proficient in a sporting activity.	Parents/carers can support by making sure students are fully equipped for lessons and by investing in some art materials. Students are given an extended homework task to encourage independent research skills and experimentation. Students are required to create a painting on a small canvas or piece of card using either acrylic paints, watercolours or oil paints. Parents/carers can support by acquiring inexpensive materials and by aiding students with their organisation. Parents/carers can support students by encouraging them to read their knowledge organisers each term and to have a go at the extension tasks provided.	Students are tested on their knowledge of subject specific vocabulary and their spellings of keywords. Parents/carers can support by testing student's accuracy in spelling keywords before the spelling test. Parents/carers can also support by discussing artworks, watching art related programmes on television and by visiting local Art galleries which can be found in Wolverhampton, Walsall and Birmingham.
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Year 9	Painting Workshop Centred Around Landscape Painting <ul style="list-style-type: none"> • Painting techniques • Acrylic and watercolour comparison 	Introduction to the GCSE Assessment Objectives <ul style="list-style-type: none"> • Finding inspiration through artist analysis • Experimenting with materials and processes 	History of Art <ul style="list-style-type: none"> • Artist analysis • Understanding culture and context

	<ul style="list-style-type: none"> • Composing a landscape revisited • Colour Theory • Artist analysis 	<ul style="list-style-type: none"> • Developing and refining ideas • Drawing from observation • Portraiture revisited • Creative thinking skills • Presenting ideas • Presenting a personal response 	<ul style="list-style-type: none"> • Developing ideas through investigations • Creative thinking skills • Interpreting art history for a modern audience
Why?	Students will build upon their knowledge of landscape painting techniques, composition and colour theory from year 7 and 8. This will enable students to refine their painting skills ready for KS4 if they wish to pursue Art further.	Students will be making an important decision on whether to develop and apply their artistic talents at GCSE level. This project introduces students to a 'GCSE style' project and therefore enables them to have a taste of what will be expected of them if they choose to study GCSE Art. Students will also cement their knowledge of portraiture by creating a mixed media self-portrait.	25% of marks at GCSE level are awarded based on a student's skill at interpreting another artist's work and using the artist's techniques, process or themes within their own work and ideas. It is important for students to have opportunity to develop these key skills ready for Key Stage 4.
How parents / carers can support	Students will choose whether or not they wish to pursue Art at GCSE level. Parents/carers can support by exploring the 150+ career choices available in the creative industries and discussing these options with students. Parents/carers can support students by encouraging them to read their knowledge organisers each term and to have a go at the extension tasks provided.	Parents/carers can support by making sure students are fully equipped for lessons and by investing in some art materials. Students are given an extended homework task to encourage independent research skills and experimentation. Students are required to create a mixed media piece of work using a variety of materials. Parents/carers can support by acquiring inexpensive materials and by aiding students with their organisation.	Students are tested on their knowledge of subject specific vocabulary and their spellings of keywords. Parents/carers can support by testing student's accuracy in spelling keywords before the spelling test. Parents/carers can also support by discussing artworks, watching art related programmes on television and by visiting local Art galleries which can be found in Wolverhampton, Walsall and Birmingham.

	Autumn	Spring	Summer
Year 10	<p>Exploring the Assessment Objectives (Minor Project based around a given theme)</p> <ul style="list-style-type: none"> • Developing ideas through artist investigations • Experimenting with materials and processes • Recording ideas through drawing and photography • Refining ideas and purposeful investigation • Presenting a personal response (showcasing the 'journey') • Creating a final outcome – presenting a personal and meaningful response 	<p>Developing the Assessment Objectives (Major Project based around a given theme)</p> <ul style="list-style-type: none"> • Developing ideas through artist investigations • Experimenting with materials and processes • Recording ideas through drawing and photography • Refining ideas and purposeful investigation • Presenting a personal response (showcasing the 'journey') • Creating a final outcome – presenting a personal and meaningful response 	<p>Mastering the Assessment Objectives (Major Project based around a given theme)</p> <ul style="list-style-type: none"> • Developing ideas through artist investigations • Experimenting with materials and processes • Recording ideas through drawing and photography • Refining ideas and purposeful investigation • Presenting a personal response (showcasing the 'journey') • Creating a final outcome – presenting a personal and meaningful response
Why?	Students are given opportunity to develop and refine skills whilst learning how to meet the four Assessment Objectives successfully.	Having developed an understanding of how the GCSE course works, students now showcase their best skills throughout a sustained project. Students follow the same process with the major project as they did with their minor project.	Students will explore a cultural context related to their given theme. Here students can begin to show more independence and have more autonomy over the direction of their work.
How parents / carers can support	Parents/carers can support by helping students to set aside ample time for students to complete or extend their GCSE coursework so they do not fall behind and develop healthy routines.	Parents/carers can support by encouraging students to attend any educational trips taking place. Parents/carers can support by ensuring students have an understanding of the four assessment objectives:	Parents/carers can also support by discussing artworks, watching art related programmes on television and by visiting local Art galleries which can be found in Wolverhampton, Walsall and Birmingham.

	<p>Students always have weekly homework most of which is set by themselves so they can finish work and develop ideas and skills further. Parents/carers can support by asking to see student's artworks.</p> <p>Parents/carers can support by investing in some art materials such as sketching pencils, good quality pencil crayons and paints such as watercolour, acrylic or oils. Parents/carers can support with aiding the gathering of resources based on the themes students are studying so these can be photographed.</p>	<p>AO1 – Exploring the work of other artists, cultures and contexts. AO2 – Experimenting with materials and refining ideas. AO3 – Recording ideas through drawing and photography. AO4 – Presenting a personal response to a give theme.</p>	
	Autumn	Spring	Summer
Year 11	<p>Mastering the Assessment Objectives (Major Project based around a given theme)</p> <ul style="list-style-type: none"> • Developing ideas through artist investigations • Experimenting with materials and processes • Recording ideas through drawing and photography • Refining ideas and purposeful investigation • Presenting a personal response (showcasing the 'journey') 	<p>Mastering the Assessment Objectives (EXAM based around a chosen theme)</p> <ul style="list-style-type: none"> • Developing ideas through artist investigations • Experimenting with materials and processes • Recording ideas through drawing and photography • Refining ideas and purposeful investigation • Presenting a personal response (showcasing the 'journey') 	<p>10 Hour Controlled Assessment</p> <p>Students will either undertake the controlled assessment just before the end of the Spring term or the very start of the Summer term.</p>

	<ul style="list-style-type: none"> • Creating a final outcome – presenting a personal and meaningful response 	<ul style="list-style-type: none"> • Creating a final outcome – presenting a personal and meaningful response during a 10 hour controlled assessment 	
Why?	By this point students are expected to explore their given theme at a greater depth and with more independence preparing themselves for their future exam. These two projects combined make up 60% of a student’s overall grade and is called a portfolio.	Students should have developed enough key skills and have the understanding required to navigate their own chosen theme. Students will be given a choice of themes from the exam board in the January of year 11. This is called an externally set task. Students follow the process they are accustomed to already. They will work independently but are allowed to seek advice running up until their 10 hour exam/controlled assessment. The preparation work created before the exam is worth 75% of the overall exam grade. The final response created in the ten hours makes up the other 25%.	The exam/controlled assessment is worth 40% overall so both the portfolio (worth 60%) and the controlled assessment are submitted in order to be graded by teaching staff. An external moderator will then moderate a sample of work and final grades will be awarded.
How parents / carers can support	Parents/carers can support by helping students to set aside ample time for students to complete or extend their GCSE coursework, so they do not fall behind and develop healthy routines. Students always have weekly homework most of which is set by themselves, so they can finish work and develop ideas and skills further.	Parents/carers can support by ensuring students have an understanding of the four assessment objectives: AO1 – Exploring the work of other artists, cultures and contexts. AO2 – Experimenting with materials and refining ideas. AO3 – Recording ideas through drawing and photography.	Parents/carers can also support by ensuring students feel prepared for the exam.

Parents/carers can support by asking to see student's artworks.
Parents/carers can support by investing in some art materials such as sketching pencils, good quality pencil crayons and paints such as watercolour, acrylic or oils. Parents/carers can support with aiding the gathering of resources based on the themes students are studying so these can be photographed.

AO4 – Presenting a personal response to a given theme.