

Curriculum overview: Art and design

Content studied in Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

Key skills/content requirements at GCSE

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Curriculum Overview

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| <ul style="list-style-type: none"> Investigate, analyse and develop knowledge of mark making, the liquid world and Cubism. Refine and experiment using pencil, pen and ink, charcoal, collage, paint. Visually record from shoes, shells, pegs, personal objects, secondary images. Present successful outcomes informed by objectives 1 – 3. | <ul style="list-style-type: none"> Investigate, analyse and develop knowledge of Surrealism, portraiture and urban art. Refine and experiment using pencil, biro/watercolour, paint, oil pastel, stencilling and shape. Visually record from zips, pegs, facial features, secondary images. Present successful final outcomes informed by objectives 1 – 3. | <ul style="list-style-type: none"> Investigate and analyse the themes of reveal/conceal, shelter and fragmentation in artworks. Refine and experiment using pencil, inks, paint, cut/collage, wax resist, collage, printing, construction. Visually record from the built and natural environments, shells and secondary images. Present successful final outcomes informed by objectives 1 – 3. | <ul style="list-style-type: none"> Investigate and analyse the themes of surface qualities and force in artworks. Refine and experiment using pencil, inks, paint, wax resist, collage, printing, felting, construction. Visually record from cartoons, walnuts, leaves, thistles, corroded objects, sunflower heads secondary images. Present successful final outcomes informed by objectives 1 – 3. | <ul style="list-style-type: none"> Investigate and analyse force and external exam theme in artworks. Refine and experiment using pencil, inks, paint, wax resist, collage, printing, construction. Visually record from varied first hand observation and secondary images. Present successful final outcomes informed by objectives 1 – 3. |
| <p>Key artists/key words</p> <p>Term 1 Albrecht Durer, Leonard Baskin Mythical, hybrid</p> <p>Term 2 Hokusai Dissolve, consistency, opaque, translucent, wax resist</p> <p>Term 3 Pablo Picasso, George Braque Collage, still life</p> | <p>Key artists/key words</p> <p>Term 1 Mark Whatson, Urban, stencil, typography, graffiti</p> <p>Term 2 Rene Magritte, Salvador Dali, Joan Miro Metamorphosis, juxtaposition</p> <p>Term 3 Francis Bacon, Pablo Picasso Proportion, profile</p> | <p>Key artists /key words</p> <p>Term 1 Kurt Jackson, Peter Doig, Adriana Varejao Tactile, Relief, Texture, Mixed Media, Emulsion Transfer, Distressed, Organic,</p> <p>Term 2 Emily Speed, Kisho Kurokawa, Daniel Agdag Site Specific, Maquette,</p> <p>Term 3 Frank Stella Monoprint</p> | <p>Key artists/ key words</p> <p>Term 1 Natasha Clutterbuck, Peter Randall Page, Graham Sutherland Linoprint, Decay, Corrosion, Piercing, Cracking</p> <p>Term 2 Gerhard Richter Layer, Distress</p> <p>Term 3 Cornelia Parker, Anya Gallacio Stretching, Burning, Storms, Flood Speed, Distortion, Politics, Social Change, Feminism, Peer Pressure, Advertising, Extreme Weather, Propaganda, War, Gravity Balance,</p> | <p>Students investigate individual pathways.</p> |

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| | | | Piercing, Cracking, Impacts, Explosion, Break, Pressurize, Muscle, Disease, Pump, Blast, Propel, Drive, Intimidate, Persuade | |
| <p>Portable content</p> <p>Growing mastery of the formal elements: line, shape, form, tone, texture, pattern, colour and composition</p> <p>Knowledge of generic art specific vocab key terms. Revisited throughout KS3 and on into KS4:</p> <p>Primary Colours Secondary colours Tone 3D/Form Shape Cross-hatching Linear Abstract Dip pen Portrait/Landscape Monochromatic Converging Proportion Symmetry</p> | | | | |

GCSE External assessment:

Personal portfolio (60% of the qualification):

This is produced through undertaking assignments based on open ended themes and concepts. Students explore a wide variety of artistic materials, techniques and processes as well as investigating traditional and contemporary art, artists and designers. The current thematic projects are: Surfaces, Structures and Force.

Externally set assignment (40% of the qualification):

Students are provided with a thematic starting point set by EDEXCEL. They prepare and develop a response, executing a final outcome in a ten hour controlled test.

SMSC in art

The study of art lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art and design, which is supported by strong research into the wider world around them. This is reinforced by trips and outings to museums, galleries and field studies that are linked to projects. The subject area undertakes a number of extra-curricular activities that enhance the students' experience of the visual arts.

Spiritual development in art

Art and design is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

Moral development in art

Throughout the courses students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.

Social development in art

Students work is celebrated in the school and exhibited at the end of KS4/5 courses. Pupils have worked independently and collaboratively to develop public and community artworks that express relationships between the students and local community. Student discussion of a range of artists and art work, encouraging and developing communication skills.

Cultural development in art

Throughout the units of work explored students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.