

Department Intent: To develop patient and passionate young artists that are brave enough to take creative risks, demonstrating critical awareness through their personal, social and cultural identity.



Mastery at Year 13

Confident artists/designers. Year 13 is more focused on the personal investigation (60% of your grade) and your exam (40% of your grade).

AQA Art A-Level - Exam questions produced in February 2023 - starting points and themes handed to students - body of work and supporting studies before 15-hour exam - and the production of a final piece

Year 13 - Personal investigation portfolio (60% of grade) starting after Easter (in Y 12) and running until the end of January. In February, you will receive the exam paper from AQA and have 8 weeks to prepare an outcome, followed by a 15-hour exam (40% of your grade).

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Mock exams - Term 3

Mastery at Year 12

Understanding the importance of drawing, using first-hand and second hand sources, how to structure and organise sketchbooks different ways of researching and investigating ideas through drawing, colour studies, photography and note taking how to handle a range of two- and three-dimensional media for developing ideas effective ways of exploring critical/contextual materials different ways of supporting work through the use of digital media different ways of analysing and responding to the work of others how to organise and present work effectively. Students will begin to develop a personal style. Skills focus and portfolio building.

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Developing young artists.

Students begin a project that enables them to explore a theme of their own choice, using the 'Universal themes' as starting points. This could be through Fine Art approaches or Graphic Communication. Students will be encouraged to approach this from a highly personal perspective, demonstrating critical awareness through personal, social and cultural experiences and their own identity.

Completing a sketchbook and supporting body of work

Students will explore their own themes and starting points drawing upon, artists/designers/movements and periods of Art, Craft and Design.

Exploring mediums//materials/techniques and processes

Students will explore and experiment with a variety of different mediums and media. They will become confident in experimenting, developing and combining and happy to take risks and follow their own creative processes, with the guidance of their teachers. At this point students will be considering the development of their practical work towards their personal investigation.

Within Year 10 and 11 students will be encouraged to use the 4 assessment objectives to guide the process of making. The GCSE Assessment Objectives and Key Stage 3 Progress Objectives are not interchangeable, but there is a strong line of development from KS3 into GCSE coursework programmes through characteristics developed within each of the Assessment Objectives.

Mastery at Year 11

Using the 4 AO's to guide the creative process

Recording experiences and ideas
Selecting and organising visual images & objects
Analysing, discussing and evaluating them
Exploring ideas through new media practices (e.g. ICT)
Reviewing and modifying their own work, and planning and developing ideas in the light of their own and others' evaluations
Applying knowledge and understanding in producing their own art

AQA - Exam questions produced in January 2023 - starting points and themes handed to students - body of work and supporting studies before 10-hour exam - and the production of a final piece

Developing young artists.

Using the key 'Universal themes' of Art and Design student will develop the skills to render an independently driven project and body of work - This will become the second project of Component 1 of their portfolio

Universal themes (mini-project-until Dec 2022)

- the human figure,
- environments,
- flora and fauna, events,
- the fantastic and strange
- the abstract

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Mock exams - Term 3

Universal themes

Mastery at Year 10

Developing an independently driven body of work - using key cognitive skills, 'research, evaluation and thinking skills'. Students will develop their first project for Component 1 using the 'Universal themes' of Art and Design. Through the development of this project driven approach students will:-

- Generate ideas
- Develop skills in making
- Continuously evaluate and refine
- Build individual knowledge

- Draw the head and face with appropriate proportion.
- Apply effective composition in drawings, designs, and logo designs.
- Drawing gesture drawings, structural drawings, product sketches.

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Developing young artists.

Using the key 'Universal themes' of Art and Design student will develop the skills to render an independently driven project and body of work - This will become Component 1 of their portfolio

Using big questions to explore a theme. Developing skills in metaphor, symbolism, analogy and allegory e.g symbolic art or surrealism

■ **Generating Ideas:** Showing greater-complexity, research, creativity, observation, originality, perception, aspiration. ■ **Making:** Showing greater-technique, skill, control, complexity, mastery, quality, judgement, creativity. ■ **Evaluating:** Showing greater- judgement, autonomy, perception, independence, subtlety. ■ **Knowledge:** Showing greater-breadth, contextual understanding, explanation, judgement.

- The human figure,
- Environments,
- Flora and fauna
- Events,
- The fantastic and strange
- The abstract

Mark Making Exercises, Gesture Drawing, Drawing Basic Shapes effectively, Structural Drawing, Drawing Structure-Based Products, Value, Lighting, and Shading, Composition in Drawing, Product Sketches, Drawing the Head and Face Fundamentals, Drawing in Perspective, Symbolism in Art and Design

KS3 Progress objectives:-

■ **Generating Ideas:** Showing greater-complexity, research, creativity, observation, originality, perception, aspiration. ■ **Making:** Showing greater-technique, skill, control, complexity, mastery, quality, judgement, creativity. ■ **Evaluating:** Showing greater-judgement, autonomy, perception, independence, subtlety. ■ **Knowledge:** Showing greater-breadth, contextual understanding, explanation, judgement.

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Introduction to 3-Dimensional studies.

The invention of wire art. Students will explore artists such as Alec Calder and Diane Komoter. They will create 3-dimensional wire sculptures using Komoter's work as a starting point. This work will encourage drawing with wire, the human form and an understanding of how the mobile was invented. Students will develop their imagination, creativity, dexterity and collaborative skills.

Students will learn about the historical context of the Peterloo massacre/or Animal Farm and the 'Age of Revolution'. They will analyse and reflect upon artworks and artefacts of the time. They will explore, illustrations, storyboarding and the production of a short graphic novel or a series of 'panels' to describe those events.

Mastery at Year 9

Drawing for design and exploration - developing key skills and knowledge in drawing.

Understanding drawing as a key skill as part of the design process, including to brainstorm, sketch, visually communicate ideas, and design.

- Effectively communicate visually through drawing
- Apply appropriate value (lighting and shading), texture, and line in drawings.

- Combine various shapes and forms to produce more complicated drawings of objects and products

- Apply types of mark making methods with a variety of materials (pencil, charcoal, and conté).

- Drawing in 1-point and 2-point perspective.

Big Questions - What is 2-point perspective?

Big Questions - What is Perspective? What is 1-point perspective? What is the Vanishing Point? What is the 'Horizon line'?

Art History - The Age of Revolution

Fran Giffard - Bird Illustration project including analyzing the key elements of her work and the production of a Storyboard based on using one of her bird illustrations

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Creating a historical graphic story. Using the 'Age of Revolution' resources students will create a historical graphic story or 'panels' based on Animal Farm or the Peterloo Massacre. The focus will be drawing and illustration.

<https://ageofrevolution.org/education/creative-challenges/creating-a-historical-graphic-story/>
<https://artsandculture.google.com/story/peterloo-and-protest-peoples-history-museum/PQUhPiSyT5QmPA?hl=en>

Observational Drawing and Natural Forms

What is a natural form? - 'The Straight Line is from Man-the Curved from God'

Line
Mark-making
Contours
Outline
Scale
Expression
Tonal Value
Using paint to make marks
Weight of line
Angles/Scale

Chris Ofili - No Woman no Cry
Discovering contemporary and Personal narratives
Exploring emotional connection in Art and Design
Colour and Pattern
Introduction to Portraiture
African patterns and Dutch Wax Prints (Batik)
Layering

Colour Theory
Primary colours
Secondary colours
Tertiary colours
Complimentary colours
Analogous colours
Warm and cold colours
The Colour Wheel
Colour and Mood
Ratio/Proportion

Basic Elements
Line
Tone
Colour
Texture
Pattern
Shape and Form
• Split Tonal drawing
baseline
assessment

Line Tone Pattern - name Design

An introduction to Line, Tone and Pattern, using continuous line drawing, tonal value and gradation and parallel lines. They will be introduced to some of the key principles of design, such as repetition, rhythm pattern and unity

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Big Questions - What are the key themes of Chris Ofili's work, 'No Woman, no Cry'?

Big Questions - What are Primary/Secondary/Tertiary/Complimentary and Analogous colours? What are warm and cold colours? How does Ratio and Proportion relate to colour theory?

Big Questions - What are the formal elements in this piece of work, (specifically Line, Tone and Pattern)? What is Typography?

Mastery at Year 7

Basic Elements
Colour Theory
Developing a Personal response project
Observational Drawing and mark-making