

Subject: Art and Design

Subject Leader

Danny Page

National Curriculum

Art and design in year 9 is a combination of enrichment and learning basic practical art skills.

Key stage 4 offers the OCR GCSE (9–1) Art and Design, Fine Art in addition to the NCFE Entry Level 3 Creative Craft Award. Both of these qualifications support students' learning and development.

Curriculum Intent

To offer an alternative to academic core subjects and develop real-life practical and transferable skills that will last a lifetime; these will also include soft skills such as self-esteem building, teamwork, self-control, creativity and problem solving.

To offer students meaningful and relevant qualifications that can be built upon in their post-16 provisions. This will be achieved through a wide range of teaching & nurturing styles and a variety of learning contexts.

Curriculum Implementation

		Term	Content/Topics	Assessment
Year 9	Autumn Term	1	Colour & Mixed Media During this project, learners will learn to recognize and explore colours. Learners will explore; Primary Colours Secondary Colours Tertiary Colours Create Colour Wheels using paint and developing their painting skills Tints, Tones and Shades of Colour Warm and Cold Colours Symmetrical Rangoli Patterns exploring oil and chalk pastels and pens	That learners can; <ul style="list-style-type: none"> • use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • use a range of techniques and media, including painting • increase their proficiency in the handling of different materials • analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • show an understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
		2	Design and create their own Rangoli Patterns Make independent choices about preferred materials and techniques Create their own Rangoli masterpiece	

Spring Term	1	<p>Garden Insects</p> <p>During this project, learners will explore the environment around them.</p> <p>Learners will learn;</p> <p>The 7 Formal Elements of Art</p> <p>Tone and texture, mark-making techniques</p> <p>Geometric drawing</p> <p>The work of Van Gogh</p> <p>Drawing insects a range of materials</p> <p>The work of Tom Hill – wire sculptor</p>	<p>That learners can;</p> <ul style="list-style-type: none"> • use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • use a range of techniques and media, including painting • increase their proficiency in the handling of different materials • analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • show an understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
	2	<p>Create artists fact files/research pages</p> <p>Collagraph printing techniques</p> <p>Create their own masterpiece incorporating all the skills and techniques explored</p>	
Summer Term	1	<p>Ceramic Sea Life</p> <p>During this project, learners will;</p> <p>Draw a range of Sea Life creatures</p> <p>Explore pencil crayons</p> <p>Experiment with watercolour paints</p> <p>Explore mixed media</p>	<p>That learners can;</p> <ul style="list-style-type: none"> • use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • use a range of techniques and media, including painting • increase their proficiency in the handling of different materials • analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • show an understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
	2	<p>Design a range of ideas for a 3D piece of clay work</p> <p>Learn about health and safety when using clay and clay tools</p> <p>Learn clay building techniques – slab and coil building</p> <p>Create their final clay masterpiece</p>	

		Term	Content/Topics	Assessment (including formal exam options)
Year 10	Autumn Term	1	<p>Natural Forms</p> <p>During these lessons learners will begin to explore the theme of Natural Forms collecting images to create a collage and a mind map exploring possible areas of investigation. Learners will begin recording from images collected exploring a range of materials and techniques.</p> <p>Learners will be introduced to the work of Barbara Hepworth, Andy Goldsworthy, Karl Blossfeldt, Ernst Haeckel, Alice Ballard and Georgia O’Keeffe who have been inspired by nature and natural forms.</p> <p>During these lessons learners will explore the work of Barbara Hepworth, Andy Goldsworthy, Karl Blossfeldt, Ernst Haeckel, Alice Ballard and Georgia O’Keeffe. Pupils will be shown images of the artists work. Ask learners to comment on how the artists work is inspired by natural forms, what other factors may have influenced their work. Ask learners to consider materials and techniques used. Ask learners to consider the differences in the artists approach and final outcomes, which do they prefer and why? Encourage learners to use approach to writing mats, literacy display, key words to describe and formulate answers.</p> <p>Learners will be shown how to select and record from interesting shapes and textures found on Hepworth and Moore’s work, exploring a range of appropriate 2D materials and techniques.</p> <p>During this lesson, learners will collate all their work and present on a study board. Learners will be shown how to mount and annotate their collected images and studies commenting on skilful use of materials and techniques and how studies could be improved. Learners will reflect on materials explored, progress made and make an informed decision about which shapes, textures, forms and ideas they could develop into a final 3D piece.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>Ongoing formative assessment</p>
		2	<p>During this term, learners will begin to develop and explore design ideas for clay sculptures based on natural forms. Learners will reflect on images and ideas explored and create a range of designs. Learners will be shown how ideas can be developed from shapes, forms and textures found in their studies.</p> <p>Learners will create at least 3 design ideas showing consideration of shape, textures, surfaces and size from a range of studies. Encourage learners to use artist’s work as in inspiration.</p> <p>Ask learners to comment and discuss their ideas and analyse how they could develop shapes, textures and surfaces further. Learners should be shown how to prepare, join and work with clay safely and correctly</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and</p>

	<p>Learners will make maquettes based on their designs developed, working on a small scale. Learners begin to work with clay and create their sculptures and add textures and low relief decoration using clay tools and techniques.</p> <p>Learners create their masterpiece, based on their research, designs and maquettes. They will work with work with clay and complete their sculptures and add textures and low relief decoration, as appropriate to their designs, using clay tools and techniques.</p> <p>The final pieces should be completed during lesson ready for firing and display. All pieces must be clearly labelled and left to dry before firing.</p>	<p>demonstrates understanding of visual language</p> <p>END OF PROJECT SUMMATIVE ASSESSMENT</p> <p>As part of the evaluation process, ask learners to talk about how their work has developed and their opinions on how natural forms images and shapes have been used in their own and others work. Learners evaluate progress and set targets for improvement.</p>
Spring Term	<p>3 Buildings & Structures</p> <p>Learners will begin to explore the theme by creating a mindmap on the theme of Buildings & Structures. Learners will record any words linking to the theme and any connections they can make such as different styles of architecture, e.g. Gothic, Tudor, etc.</p> <p>Learners will create a collage of images of buildings and structures, learners can use a range of found images using the internet or magazines/newspapers and pictures they recorded using digital cameras.</p> <p>Learners will begin exploring shape and produce Line drawings of Gothic Arches and Windows and Doorways found on local architecture.</p> <p>Learners should begin by producing small sketches to develop confidence before producing larger images.</p> <p>Learners can progress to a larger image and begin to add tone and texture. It is important that the teacher shows learners different techniques during these lessons.</p> <p>Learners will then record views of buildings of school grounds from direct observation. Learners will be shown how to draw in proportion and record angles, shapes and details accurately.</p> <p>Learners will be required to annotate their work.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>Ongoing formative assessment</p>
	<p>4</p> <p>Learners will begin to look at the work of British Artist John Piper. Learners could be shown the videos of the artist at work.</p> <p>Learners will begin by exploring John Pipers stained glass windows. Learners will be given two colour images from which they will then draw a square somewhere on the images.</p> <p>Learners should use the materials that they have explored to recreate the sections they have chosen.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p>

		<p>Learners will explore images of John Pipers church paintings using techniques explored to create two study pages.</p> <p>Learners should now choose a view from one of Pipers paintings and enlarge it to A3. They should use their new techniques to complete this work.</p> <p>Learners will also look at the work of Antonio Gaudi. They will begin by recording sections of his architectural works, exploring materials and techniques.</p> <p>Learners will begin to explore mixed media further by selecting and enlarging 4 sections of Gaudi's work.</p> <p>Learners should have collected their own images of buildings now and should begin to produce paintings of them using the techniques they have experimented so far. Learners should produce A5 images of the photographs that they have taken.</p> <p>Development of ideas. During the next two weeks, learners should begin to develop final ideas for a painting using their primary research and artist research. Learners must produce 2/3 design ideas, exploring a range of appropriate materials and techniques.</p> <p>Learners will be required to annotate their work.</p>	<p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>END OF PROJECT SUMMATIVE ASSESSMENT</p> <p>Final realisation. Learners will produce a large-scale painting of their chosen design. This will either be A2 or A3 in size. Learners can choose to work on any appropriate surfaces, paper, collage, canvases, etc.</p>	
	Summer Term	5	Completion and refinement of projects started in terms 1& 2	END OF UNIT SUMMATIVE ASSESSMENTS AS ABOVE
		6	Completion and refinement of projects started in terms 1& 2	END OF UNIT SUMMATIVE ASSESSMENTS AS ABOVE
	Term	Content/Topics		Assessment (including formal exam options)
Year 11	Autumn Term	1	<p>MOCK EXAM PROJECT</p> <p>During these lessons learners will begin to explore their chosen theme, by collecting images to create a collage and a mind map exploring possible areas of investigation. Learners will begin recording from images collected exploring a range of materials and techniques.</p> <p>Learners will be introduced to the work of a range of artists, connected to their theme. During these lessons learners will explore the work of chosen artist. Learners will be shown images of the artists work. Ask learners to comment on how the artists work is inspired by other factors which may have influenced their work. Ask learners to consider materials and techniques used. Ask learners to consider the differences in the artists approach and final outcomes, which do they prefer and why? Encourage learners to use approach to writing mats, literacy display, key words to describe and formulate answers. Learners will be shown how to select and record from interesting shapes and textures found on artists work, exploring a range of appropriate 2D materials and techniques.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p>

	<p>During this lesson, learners will collate all their work and present on a study board. Learners will be shown how to mount and annotate their collected images and studies commenting on skilful use of materials and techniques and how studies could be improved. Learners will reflect on materials explored, progress made and make an informed decision about which shapes, textures, forms and ideas they could develop into a final 2D or 3D piece.</p>	<p>ONGOING PROJECT FORMATIVE ASSESSMENT</p>
	<p>2</p> <p>During this lesson, learners will begin to develop and explore design ideas for masterpieces or clay sculptures based on their chosen theme. Learners will reflect on images and ideas explored and create a range of designs. Learners will be shown how ideas can be developed from shapes, forms and textures found in their studies. Learners will create at least 3 design ideas showing consideration of shape, textures, surfaces and size from a range of studies. Encourage learners to use artist's work as in inspiration.</p> <p>Ask learners to comment and discuss their ideas and analyse how they could develop shapes, textures and surfaces further. Learners should be shown how to prepare, join and work with clay safely and correctly.</p> <p>Learners will create/make design ideas/maquettes based on their designs developed, working on a small scale.</p> <p>Learners begin to work with clay and create their sculptures and add textures and low relief decoration using clay tools and techniques.</p> <p>Learners create their masterpieces, based on their research, designs and ideas/maquettes. They will work with work with their chosen materials and explore tools and techniques.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>END OF PROJECT ASSESSMENT</p> <p>As part of the evaluation process, ask learners to talk about how their work has developed and their opinions on how images and shapes have been used in their own and others work. Learners evaluate progress and set targets for improvement</p>
<p>Spring Term</p>	<p>3</p> <p>SET TASK EXAM PROJECT</p> <p>During these lessons learners will begin to explore their chosen theme from the Exam paper, by collecting images to create a collage and a mind map exploring possible areas of investigation.</p> <p>Learners will begin recording from images collected exploring a range of materials and techniques.</p> <p>Learners will be introduced to the work of a range of artists, connected to their theme. During these lessons learners will explore the work of chosen artist. Learners will be shown images of the artists' work. Ask learners to comment on how the artists' work is</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes</p> <p>AO3; Record ideas, observations and insights relevant to intentions as work progresses</p>

	<p>inspired by other factors which may have influenced their work. Ask learners to consider materials and techniques used. Ask learners to consider the differences in the artists approach and final outcomes, which do they prefer and why? Encourage learners to use approach to writing mats, literacy display, key words to describe and formulate answers. Learners will be shown how to select and record from interesting shapes and textures found on artists work, exploring a range of appropriate 2D materials and techniques. During this lesson, learners will collate all their work and present on a study board. Learners will be shown how to mount and annotate their collected images and studies commenting on skilful use of materials and techniques and how studies could be improved. Learners will reflect on materials explored, progress made and make an informed decision about which shapes, textures, forms and ideas they could develop into a final 2D or 3D piece.</p>	<p>AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p>
4	<p>During this lesson, learners will begin to develop and explore design ideas for masterpieces or clay sculptures based on their chosen theme. Learners will reflect on images and ideas explored and create a range of designs. Learners will be shown how ideas can be developed from shapes, forms and textures found in their studies. Learners will create at least 3 design ideas showing consideration of shape, textures, surfaces and size from a range of studies. Encourage learners to use artist's work as in inspiration. Ask learners to comment and discuss their ideas and analyse how they could develop shapes, textures and surfaces further. Learners should be shown how to prepare, join and work with clay safely and correctly. Learners will create/make design ideas/maquettes based on their designs developed, working on a small scale. Learners begin to work with clay and create their sculptures and add textures and low relief decoration using clay tools and techniques. Learners create their masterpieces, based on their research, designs and ideas/maquettes. They will work with work with their chosen materials and explore tools and techniques. CLAY- The final pieces should be completed during lesson ready for firing and display. All pieces must be clearly labelled and left to dry before firing.</p>	<p>AO1; Develop ideas through investigations, demonstrating critical understanding of sources AO2; Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes AO3; Record ideas, observations and insights relevant to intentions as work progresses AO4; Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>END OF PROJECT ASSESSMENT</p> <p>As part of the evaluation process, ask learners to talk about how their work has developed and their opinions on how images and shapes have been used in their own and others work. Learners evaluate progress and set targets for improvement</p>

	Summer Term	5		EXTERNAL MODERATION OF COURSEWORK
		6		