

## Curriculum Area: Art & Design

### Long-Term Plan

Academic Year 2024 - 2025

	Autumn Term	Spring Term	Summer Term
<b>Years 7/8</b>	<p><b>Doodle Art and Character Design</b> Formal elements line, shape, space and colour.</p> <p>Students will learn the fundamentals of doodle drawing through studies of contemporary artists who have made a career from creating accessible artwork.</p> <p>They will explore each individual doodle and how they can be layered and arranged in compositions to create colourful and vibrant art.</p> <p>Students will develop their own character in the style of Gawx to produce an A3 painted outcome that shows growing competency with watercolour paint.</p> <p>Using their character design as a basis; students will create an A4 2D relief of their character's head and construct using cardboard, string, newsprint paper and acrylic paint.</p> <p>Artists: Mr Doodle, Gawx and Vexx.</p> <p>Outcomes: A3 painted character. A4 2D relief.</p>	<p><b>Zentangle Animals</b> Formal elements line, pattern, shape space, tone and texture.</p> <p>Faye Halliday &amp; Millie Marotta &amp; Adona Khare.</p> <p>Mono and press prints. A3 final outcome for Zentangle. Oil pastel lifts.</p> <p>A3 Adonna Khare inspired animal morph. Colouring book enterprise? Enough students?</p>	<p><b>Manga and Anime Character Design</b> Formal elements line, tone, shape, form, composition, colour and pattern.</p> <p>Look at 'big names' in age appropriate Manga such as Dragon Ball Z, Demon Slayer, Studio Chibli productions, etc. Studies of each characters.</p> <p>Students design their own characters and build a plot for their own comic book or page.</p> <p>Comic book / page - A3 or A2 for single page. Depicting an event.</p>

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<b>Year 9</b>	<p><b>Superhero Realism Drawing and Tonal techniques.</b></p> <p>Students will explore artists who focus on creating pieces based upon superheroes / villains. They will develop their practical abilities with grid drawing, tonal techniques, mark making techniques, pen and ink and painting application with watercolour and acrylic paints.</p> <p>A range of artists will be introduced and students will make progress with their understanding of the historical any mythical elements artists use to create their artwork.</p> <p>Artists: Chuck Close, Dougie Braithwaite, Tom Chanth, Alex Ross, Barry Windsor Smith and Gabriele Dell'Otto.</p>	<p><b>Superhero Realism Dystopian architecture and portraiture.</b></p> <p>A continuum of Autumn term, students will study the settings of superhero artwork and focus on dystopian landscapes and architecture to create their own piece.</p> <p>Perspective will be explored with one and two point perspective drawings from real life and provided imagery.</p> <p>Students will then explore further grid drawing opportunities to create or recreate their own character to paste into their dystopian landscape.</p> <p>Media to be developed includes digital manipulation, painting and drawing disciplines.</p>	<p><b>Kitsch Object Realism</b></p> <p>Sarah Graham</p>

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<b>Year 10</b>	<p><b>Portraiture - Observational drawing and painting.</b></p> <p>Students will be taught the fundamentals of drawing portraits including face shape, position and scale of features. They will learn techniques and skills for drawing each of the features and use their own photography to create an A3 grid drawing of their self-portrait. Students will create studies using artists Toh Yasu and Luke</p>	<p><b>Natural Forms Land and Sea.</b></p> <p>Printmaking focus.</p> <p>Artists: Andy Goldsworthy, Jason Decaires Taylor.</p>	<p><b>Identity Sustained Focus Project.</b></p>

	<p>Dixon as reference who show linear drawing styles.</p> <p>The work will evolve into dripped watercolour and ink processes to reflect the style of Marion Bolognesi and Dimtra Milan and if digital facilities allow; create Photoshop pieces to work from in order to create a final outcome that showcases their portraiture skills and ability to work in the style of an artist.</p> <p>Artists: Toh Yasu, Luke Dixon, Marion Bolognesi and Dimitra Milan.</p> <p><b>Trip to gallery to observe artists who have shown portraiture.</b></p>		
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<b>Year 11</b>	<p><b>Component 1 – Coursework Portfolio IDENTITY</b> Continuum from Identity project created in year 10. Aim is to strengthen and improve artistic capabilities and produce a sustained focus project for one term to include in portfolio.</p> <p>Observational tonal drawing produced at the beginning of term to assess student drawing skill (2 weeks) using 6B pencils and tortillions. Extension: watercolour and acrylic painting techniques.</p> <p>Students will explore the theme of identity in relation to visual diary pages that encompass a celebration, an emotion and their own choice as</p>	<p><b>Component 2 External Exam Unit</b> <b><u>Exam task is released and given out in January 2025.</u></b></p> <p>Students will select one starting point from the paper to develop a project where their final response is created under exam conditions (10hours).</p> <p><b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p><b>Component 2</b> External Exam 10hours</p> <p><b>*Tuesday 16<sup>th</sup> &amp; Wednesday 17<sup>th</sup> April 2024* (All day)</b></p>

	<p>creative freedom. They will explore digital resources and manipulation if available at TCC.</p> <p>Students will explore a range of artists including Frida Kahlo and apply a suitable choice to inspire the development of their own artistic practice.</p> <p>Potential artists: Hilary Pecis, Alec Egan, Daniel Gordan, Michael Craig Martin, Shehzil Malik, Kehinde Wiley, Melissa Wilcox, Rosa Rolanda, Tracey Moffatt and Shawn Coss.</p>		
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