

Curriculum Area: Art & Design

Long-Term Plan

Academic Year 2022 - 2023

| | Autumn Term | Spring Term | Summer Term |
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| | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| Years 7/8 | <p>Universal Theme: Self-Image/Portrait Twentieth Century/Contemporary Art Students will learn all about the main visual elements that make up any portrait, providing basic foundations for further learning; line, tone, colour, texture, pattern and form. We will explore drawing from observation and also secondary sources.</p> | <p>Universal Theme: Food and Drink/Sweet Treats Twentieth Century Art/Pop Art/Contemporary Western Culture. Students will use a wide range of art media to explore this topic. Students will produce direct observational studies of sweets using pencil, paint & watercolours. We will identify different printmaking techniques using lino, press print, collographs and manipulating photographs,</p> | <p>Universal Theme: Aboriginal Art Non-Western Culture This term will concentrate on Aboriginal Art. Students will learn about values and ways of life, techniques and processes and traditional methods. Knowledge of visual elements in cultural art will be transferred to consolidate learning. Students will also learn how more contemporary artists are influenced by other cultures.</p> |
| | <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> |
| | <p>Self-Image/Portrait Twentieth Century/Contemporary Art Students will explore a variety of techniques and processes including drawing & painting, collage, printmaking, mixed media and basic sculptural techniques with clay. Artists will include Pablo Picasso and Pop art (Andy Warhol.) Students will look at Picasso's 'Guernica', looking at the Spanish Civil War and also the cubist artists' inspiration taken from war. Keywords: visual elements, line, tone, colour, texture, form.</p> | <p>Food and Drink/Sweet Treats Twentieth Century Art/Pop Art/Contemporary Western Culture. They will also have the opportunity to develop sculptural techniques using clay, papier-mache and relief work. Students work collectively to create large scale three-dimensional work. Artists will include Sarah Graham and Pop artists Claes Oldenburg and Roy Lichenstein. Keywords: Observation, manipulation, contrast, form</p> | <p>Aboriginal Art Non-Western Culture Students will have the opportunity to experience working in both 3 Dimensional and 2 Dimensional techniques, developing their skills and understanding of drawing, painting, construction and modelling techniques and processes. Keywords: Culture, tradition, belief, contemporary</p> |

| Year 9 | Autumn Term | Spring Term | Summer Term |
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| | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| | <p>Universal Theme: Fantastic and strange Art of the early centuries (Medieval/Renaissance/Baroque) Non-western artefacts</p> <p>Students will begin with different studies considering medieval beliefs and traditional customs. We will also look at gothic architecture and make connections between the decorative & practical aspect of Gargoyles. Students will then explore a mixture of 2D and 3D work inspired by Gargoyles, including a variety of processes including relief, inks, etc. Key artists and artefacts will be researched and presented in sketchbooks.</p> | <p>Universal Theme: Environment Issue based art – ‘Under the Sea’</p> <p>Use of art media; focusing on drawing, painting and mixed media. Use of Art Elements; focusing on shape, form, colour and texture. Students will consider and discuss a range of issues affecting our planet. We will be focusing on environmental factors affecting our planet & pollution in our oceans. A range of techniques and processes will be explored inspired by this theme; clay sculpture, photography, use of found objects, cyanotype process, textiles & printmaking. Key artists will include: Yelena James, Jason de Caires Taylor & other environmental artists.</p> | <p>Universal Theme: Surrealism/Movement Twentieth Century Art</p> <p>Unit to further develop key drawing skills and experimental techniques. Students will explore and make connections with a range of artists; Salvador Dali, Jacob Epstein, Chris Conte and Susan Blackwell. They will learn to use creativity and innovation to develop original responses, working in the realms of dreams and fantasy. As well as developing student’s practical skills the curriculum also</p> |
| <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | |
| <p>Fantastic and strange Art of the early centuries (Medieval/Renaissance/Baroque) Non-western artefacts</p> <p>This part of the unit will build on previous knowledge & skills learnt earlier in the term. We will develop our understanding of artists and how they express their own thoughts & feelings in their work. Artists such as Henrietta Harris and Francis Bacon are two key individuals who will help students to identify the idea of ‘Distortion.’ The final part this topic will involve students investigating cultural diversity & ‘The Day of the Dead.’</p> <p>Keywords: Relief, three dimensional experimental.</p> | <p>Environment Issue based art – ‘Under the Sea’</p> <p>Students will continue to explore the theme of ‘Under the Sea’ and environment art. We will be studying the work of artists such as Stephanie Kilgast and Yelena James building on techniques previously learnt such as printmaking, photography, drawing & painting and others such as textile design and mixed media approaches.</p> <p>We will be making connections between art and the environment and how art can be a powerful tool for bringing about social change & tackling important issues such as climate change & pollution in our oceans.</p> <p>Keywords: Symbolism, mixed media, environment</p> | <p>Surrealism/Movement Twentieth Century Art</p> <p>This unit will continue to explore sketchbook work, relief work, mechanical forms and melting clocks inspired by the work of Salvador Dali. Students will explore the concept of Surrealism and the significance of its role in history. We will be looking at the work of Mike Libby and his links with STEM and use prosthetics. Art Assessment will be based on the theme of Alice in Wonderland/Mad Hatter’s Tea Party; students will be able to select appropriate media to develop ideas for their personal response.</p> <p>Keywords: Innovation, theme board, mixed media</p> | |

| Year 10 | Autumn Term | Spring Term | Summer Term |
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| | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| | <p>Component 1 – Coursework Portfolio Project: Self-Portrait/Life’s Journey</p> <p>Students will begin to explore a more in-depth study for their GCSE in Fine Art in Year 10. This will enable students to build on the knowledge and skills they developed at KS3. Students will revisit techniques, materials and processes in order to master them, while also being introduced to new materials such as acrylic paint and printmaking.</p> <p>We will begin to explore the theme of Identity/life’s Journey, reflecting on a range of artists. This unit will explore observational drawing, photography, photomontage, 3D relief, printmaking and sculpture.</p> | <p>Component 1 – Coursework Portfolio Project: Self-Portrait/Life’s Journey</p> <p>This part of the course will be used for developing personal responses on initial starting points. Students will continue to explore where their strengths are. The final composition/outcomes will link directly with sketchbook work and have a clear link to the chosen artist/s. This will be an opportunity for students to explore their own personal response this particular theme.</p> | <p>Component 1 – Coursework Portfolio Project: ‘Confectionery’</p> <p>Students will be exploring techniques, processes & skills such as printmaking, drawing & painting, photography, textiles etc that are linked to both primary & secondary observations. We will continue to build on prior knowledge and refining techniques and ideas.</p> <p>Focus will be on A02 & A03 (Refine & Record)</p> <p>Year 10 Art exam: (Date TBC)</p> |
| | <p>Component 1 – Coursework Portfolio Project: Self-Portrait/Life’s Journey</p> <p>We will continue to explore a range of artists that have been inspired by the theme of ‘Identity’ in its broadest sense. Students will continue to develop sketchbook work which demonstrates links to artists, ideas and developments building on key skills.</p> <p>Students are assessed for both components on the following 4 assessment objectives: Develop, Refine, Record, & Present.</p> | <p>Component 1 – Coursework Portfolio Project: ‘Confectionery’</p> <p>Students will begin to research their second project. They will explore the initial theme of Food & Drink in its broadest sense; producing mind maps & mood boards. We will produce a selection of work, thoughtfully presented in sketchbooks in a variety of 2D,3D and mixed media under the working title of Food and Drink. Students will create observation drawings, photography, painting, sculpture, developmental work which explores a personal response to issues raised. Artists such as Sarah Graham, Lucy Crick and Joel Penkman.</p> <p>Focus will be on A01& A03 (Develop & Record)</p> | <p>Component 1 – Coursework Portfolio Project: ‘Confectionery’</p> <p>The final part of this unit of work will focus on working towards a final outcome that links the theme of Confectionary, ideas and developments together.</p> <p>Students will create their final response under exam conditions in a timed 5hour exam.</p> <p>Focus will be on A04 (Present)</p> <p>Year 10 Art exam: (Date TBC)</p> |
| <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | |

| Year 11 | Autumn Term | Spring Term | Summer Term |
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| | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| | <p>Component 1 – Coursework Portfolio New project development from practice exam paper (or continue with project 2).</p> <p>To include all of that mentioned in project 1 or a personal project of students’ choice. A mock exam will take place at the end of this term (December 2022 date TBC)</p> | <p>Component 2 External Exam Unit <u>Exam task is released and given out in January 2023.</u> Students will select one starting point from the paper to develop a project where their final response is created under exam conditions (10hours). 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.</p> | <p>Component 2 External Exam 10hours</p> <p>Date TBC (April 2023)</p> |
| <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | |
| <p>Component 1 – Coursework Portfolio</p> <p>New project development from practice exam paper (or continue with project 2).</p> <p>To include all of that mentioned in project 1 or a personal project of students’ choice. A mock exam will take place at the end of this term (December 2022 date TBC)</p> | <p>Component 2 External Exam Unit Students will continue to work on their chosen starting point for the externally set task.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Exam Date TBC (April 2023)</p> | <p>*Revision for other subjects*</p> | |