

Gatsby Benchmark 4

'Linking curriculum learning to careers'

Specific career content delivery and examples of the promotion of employability skills

Curriculum area:	Art & Design
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Year 7		
Autumn term	Spring term	Summer term
<p>Universal Theme: Flora/Fauna Introduction to art media and art elements. Focus - drawing, painting, colour, shape and form. Students will begin with observational studies exploring a range of techniques and media. They will create a mixed media response including a variety of processes including inks, relief and three dimensional sculpture. Key artists will include Georgia O'Keefe and Andy Goldsworthy.</p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers.</p> <p>Risk taking - trying out sculptures in the style of Andy Goldsworthy.</p> <p>Collaboration & teamwork - working in groups to design sculptures.</p>	<p>Universal Theme: Journey/Event Art of the early centuries Impressionism/Symbolism/Pointillism in art This unit will develop key drawing skills. Students will learn about shading, tonal value, mark making techniques and composition. Students will study a range of artists that use the British seaside holiday as their inspiration: The bathers by Seurat, Fernand Leger and William Turner. A range of techniques and processes will be explored including collage, montage, painting and printmaking.</p> <p>Creativity - exploring painting & printmaking techniques.</p> <p>Resilience - self-reflection and gaining self-knowledge through responding to artists' work. Exploring the work of female Impressionist such as Berthe Morisot.</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/diversity.</p> <p>Collaboration & teamwork - working in groups to create Aboriginal sculptures.</p> <p>Problem Solving - deciding on appropriate /suitable materials.</p>

Year 8

Autumn term	Spring term	Summer term
<p>Universal Theme: Self-Image/Portrait Twentieth Century/Contemporary Art.</p> <p>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. Students will explore a variety of techniques and processes including observational drawing, collage, printmaking and mixed media. Artists will include Pablo Picasso and Pop art (Andy Warhol.) We will look at the skills and qualities needed to be a successful artist. Using Andy Warhol as a discussion point about commissioning artwork & exhibitions.</p> <p>Risk Taking - how artists respond differently to the theme of portraits.</p> <p>Creativity - exploring a range of techniques and processes.</p> <p>Critical Thinking - the role of the artist and ownership; who owns the artwork if the artist didn't physically create it?</p>	<p>Universal Theme: Food and Drink Twentieth Century Art/Pop Art/Contemporary Western Culture.</p> <p>Students will use a wide range of art media to explore this topic. Students will produce direct observational studies of sweets, printmaking techniques, manipulating photographs using picasa and photoshop. They will also have the opportunity to create large scale three-dimensional work. Artists will include Sarah Graham and Pop artists Claes Oldenburg and Roy Lichenstein.</p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers.</p> <p>Problem Solving - deciding on suitable materials to create artwork.</p> <p>Critical Thinking - how artists have helped to get people thinking about public art and the role of the artist in society.</p>	<p>Universal Theme: Abstract/Cubism - Musical Instruments Drawing form observation (Man-made form) Twentieth Century Art</p> <p>This unit will explore and develop key drawing skills. Students will learn about shading techniques, tonal value, mark making and composition. A series of exploratory drawings will be produced from observation focusing on musical instruments. Mark making to music in order to produce a 'sound' booklet and three dimensional work. Key artists include; Kandinsky and Georges Braque.</p> <p>Risk Taking - exploring new materials and techniques</p> <p>Confidence - sharing ideas with peers; great leaders have the ability to be aware of moods, attitudes, and the world around them.</p> <p>Teamwork - establishing the skills needed to work together to create a piece of artwork.</p>

Year 9

Autumn term	Spring term	Summer term
<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. They 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>Creativity - exploring and developing observational skills</p> <p>Collaboration & Teamwork - sharing thoughts and ideas linked to gargoyles such as traditions & customs in Medieval history.</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>Resilience - dealing with issues affecting our planet & environmental issues; global warming, pollution, climate change etc.</p> <p>Problem Solving - exploring artwork that focuses on particular issues; pollution, sculptures made from plastic? Looking at ways of tackling climate change; Surfers against Sewage, Greenpeace etc.</p> <p>Creativity - the importance of image & text in artwork and exploring its impact.</p> <p>Critical Thinking - The role of the artist in addressing global warming, climate change & other issues affecting our planet.</p>	<p>Universal Theme: 'Surrealism' 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. This unit will explore sketchbook work, relief panel of a robot, mechanical forms and melting clocks.</p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers. Collaboration & teamwork - working in groups to create Surreal animals.</p> <p>Problem Solving - what situations would different artists have come across? (i.e, securing exhibition space, commissions etc).</p> <p>Critical Thinking - What might have been some of the issues encountered by Salvador Dali & Rene Magritte.</p>

Year 10

Autumn term	Spring Term	Summer term
<p>Unit 1 - Portfolio of work Project: 'Self-Portrait/Life's Journey'</p> <p>Students will 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. The final composition 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>Creativity - exploring and experimenting with techniques, sharing good practice with peers.</p> <p>Problem Solving - deciding on suitable materials to create artwork.</p> <p>Confidence - looking at the work of a range of artists and how they explore body image through different genres & cultures.</p> <p>Critical Thinking - The role of the artist and careers in art. Also looking at transferrable skills and the diverse nature of the artist.</p>	<p>Unit 2 - Portfolio of work Project: 'Food & Drink/Sweet Treats'</p> <p>Produce a selection of work, thoughtfully presented in sketchbooks in a variety of 2D and 3D media under the working title of Food & Drink/Sweet Treats. Students will have task lists including observation drawings, photography, painting/pastel/sculpture, development work and final outcomes. Deadline is Easter. Year 10 Art exam (TBC).</p> <p>Skills and qualities needed to be a successful artist - Visit to Birmingham School of Art. GCSE exhibition of artwork as a discussion point for further courses in Art and Design/future careers.</p> <p>Confidence - taking part in artist workshop.</p> <p>Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p> <p>Creativity - producing a portfolio of work which explores a range of diverse artists and artforms.</p>	

Year 11			
Autumn term	Spring term	Summer Term 1	Summer 2
<p>Unit 1</p> <p>New project development from practice exam paper (or continue with project 2). 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 (Date TBC).</p> <p>Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p> <p>Critical Thinking - Analysis of artists and their work and how they link to personal investigations.</p> <p>Presentation Skills and Confidence - sharing ideas/artwork with other peers.</p>	<p>Unit 2 - Externally set task (40%) / Continuation of current project</p> <p>Under normal conditions the exam task would be given out in January 2022 (TBC.) Students will select one starting point from the paper to develop a project where their final response is created under exam conditions (10 hours). To take place before Easter (date TBC.)</p> <p><i>*Due to exceptional circumstances, the externally set task will not take place and the course will be 100% coursework/portfolio*</i></p> <p>Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p> <p>Creative Thinking - Developing ideas and for final exam work and most importantly, how to bring those ideas to life.</p> <p>Critical Thinking - Analysis of artists and their work and how they link to personal investigations.</p> <p>Resilience - preparation for interviews; what is needed in a portfolio for an art interview, strengths etc.</p>		