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| **Curriculum rationale & design** | The production of art, craft and design embody some of the highest forms of human creativity, recognised as the hierarchy of Blooms Taxonomy, with create sitting proudly at the top of the pyramid. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.  We as the Art and Design department aim to:   * Ensure the delivery of a high-quality knowledge driven art and design experience that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. * Provide enriching and engaging opportunities that promotes freedom and fosters a culture of self-expression. * Encourages the learners to have the confidence to investigate, analyse, discuss and form personal opinions of Art and Design in a safe and respectful fashion.   Within the Art and Design department, we challenge learners to explore the world around them, analysing the art, design and craft of other artists and craftsperson's; considering how these views, opinions and emotions can be the foundations of their own creative journeys and outcomes.  Across the KS3 and KS4 provision we fundamentally embed and nurture the belief that exploring and examining the work of other artists and craftsperson’s will enlighten and enrich our learners' experiences and support them in enabling them to refine and master skills and techniques to form their own style and work.  The strategic delivery of the KS3 (Year 7-9) structure is designed to mirror and emulate the same structures as the course delivery at KS4 (GCSE OCR Fine Art), with the delivery of SOW exploring and developing the same objectives as the GCSE course format.  ​In Year 7 – 9, learners are introduced to the fundamental aspects of Art and Design as they explore and investigate the use of materials; ranging from shading (tones and tints), coloured pencil (blending and shading), painting techniques (watercolour and ready-mix paint mixing and application), collage, mixed media investigations, press printing (2 and 3 colour printing techniques), ceramics (tile relief), oil pastel work (blending and textures). The structured SOW allows for learners to examine the range of techniques and processes covered in Art and Design as they prepare for their journey through the GCSE Art Syllabus at the end of Year 9. Along with this, learners are taught how to examine and evaluate the works of other artists and craftsperson's as they investigate the influences these people have on their own work as they explore the process of creating art and final outcomes.  ​In Year 10 and 11, learners follow the ORC GCSE Fine Art Syllabus, offering an enriching and well balanced and structed course to support the learning and successful outcomes of the learners. The Assessment Objectives covered by the course follow a rigorous routine where learners work from a given theme/starting point and through investigations into artists and craftsperson's, exploration and investigation of materials and techniques, the development and refinement of ideas and finally a personal response than embodies their previous explorations.  ​With limited access to quality Art and Design provision and delivery at KS2 (Primary School), the structure of the Art and Design curriculum at AAW is designed to build upon fundamental teaching delivered from Year 7 up through to Year 11. All SOW‘s are designed to allow learners the opportunity to demonstrate their developing knowledge and skills with unlimiting boundaries; as each task is scaffolded in a way that learners can extend their own ambition and challenges within every task.  The Art and Design Curriculum is sequenced so that the art fundamentals of drawing underpin the foundations at the centre of each SOW. These are supported by core skills such as shading techniques and colour blending skills that are essential to the development of a maturing artist. These SOW‘s are sequenced deliberately to revisit, develop, extend the learners understanding of techniques and knowledge as processes are used; as detailed below with the three core fundamentals used in each SOW and across all classes. |
| **Curriculum aims** | The Art and Design curriculum aims to ensure that all learners to have the knowledge and ability to effectively apply a wide range of skills and techniques using 2-Dimensional, 3-Dimensional, wet, and dry media appropriately to investigate a theme and create innovate personal artistic outcomes. We aim to provide the learners with a range of opportunity to research a wide selection of historical and contemporary artists and genres; examining how within the context of Art and Design there are echoes and ripple effects that inspire and influence other artists. A key aim of the Art and Design department is to provide the learners with a knowledge of the vast potential career opportunities within the Art and Design Industry, making them aware of the hidden opportunities and links that they would otherwise be unaware of. This will support them once they have finished studying Art whether that is in KS3 or GCSE with an understanding of the impact and benefits of Art and Design in the everchanging world around them.  Through all the lessons within Art and Design, we strive to ensure that the learners are enriched with the knowledge and passion to be creative, to recognise that creativity is unique, independent and personal. We promote praise and appreciation of all learners’ outcomes, recognising that art can be formed in a wide variety of materials and styles, and accepting that not all work will aesthetically please all, but the ability to appreciate the Art and Design journey in every art outcome is essential. |
| **Assessment** | **Benchmark Test** –  In Year 7 all learners complete an observational benchmark test based on drawing accuracy, understanding of shape and form and application of shading techniques as an initial starting point assessment. This data is used to analyse what knowledge and understanding learners arrive from primary school with; and increases staff potential to demonstrate progress.  **Mastery Quizzes** –  Whole school assessment system. Mastery quizzes have been created to test the powerful knowledge that students need to know from that unit of work. Students use their knowledge organisers and homework to support this. These are done in lesson in silence and self-assessed and feedback given in the lesson. Within Art and Design.  **End of unit assessment –**  Learners complete an assessed personalised response piece based on the artist/theme covered. This piece is designed to challenge the learners to demonstrate a range of the skills and knowledge developed throughout the topic. This is assessed by staff using the departmental assessment structure and ensures learners receive praise and recognition of success; along with highlighting areas that the learners can focus on developing as they move forward with their learning throughout the curriculum.  **KS3 Mid-year and end of year assessment –**  Whole Trust assessment system.  This is currently an independent task related to the Topics being covered across each year group. These tasks challenge the learners to complete a small independent task in timed conditions, which are assessed by staff using the departmental assessment structure.  With ongoing discussions with the Art and Design Associate Curriculum Lead we are reviewing this to be more impactful, aligning this with the End of Unit Assessment. |

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|  | **Topic 1 –**  **September – February Half Term** | **Topic 2**  **February Half Term – July** |
| **Year 7**  **Class of 2030** | **Parties and Celebrations**  This is the introduction to Art at AAW. Learners explore materials and techniques as they gain an understanding of 3-Dimensional drawing, shape and form.  Colour theory is introduced as learners are introduced to watercolour painting techniques.  Learners are encouraged to research independently as they creatively design and produce their first personal outcome. | ***Franz Marc Animals***  *Learners build upon their understanding of basic shapes and forms as they develop a knowledge and understanding of how to form animal structures and forms.*  *Investigating the work of Franz Marc and the way that colour is introduced into the German Expressionist movement; learners explore wildlife and conservation around the world as they develop their own work based on Franz Marc.* |
| **Year 8**  **Class of 2029** | **Botanical and Insects**  Exploring the mysteries of nature, learners explore the plants and insects from all around the world as they develop their ability to visually record using a range of materials and techniques.  Learners explore the works of Matisse and Seguy as they are introduced to the printing processes as they create their personal response to the topic. | **A Surreal Perspective**  Expanding their knowledge of 3-Dimensional structures, learners are introduced to the importance of perspective within our vision. Exploring one-two and three-point perspective learners gain an insight into various aspects of how objects are formed and refined using perspective techniques.  Looking at the surrealist genre, specifically the work of Magritte, learners explore their own creativity as they apply their knowledge of perspective in developing their own surreal space/environment. |
| **Year 9**  **Class of 2028** | **Shells and Sealife**  Learners examine the coastlines around the world to find the hidden wonders both on the beach and below the waves. Exploring materials learners investigate the textures up close and personal as they develop a range of macro studies.  Extending their creativity, learners explore the contemporary technique of Zentangles combined with the Steampunk industrialization movement in creating their own mechanical aquatic creature.  Exploring the work of the Op Art movement, learners are introduced to acrylic paint as they develop an Optical Starfish. | **A Pirates Adventure**  A investigation at the histories of the seas as the learners look at the myths and legends of Pirates and Buccaneers from around the world. Exploring natural forms and objects learners make detailed recordings of skeletal structures as they look at the myths of the Jolly Rodger (Skull and Crossbones).  Looking at contemporary art and illustration, learners examine how modern fine art and illustration still has a large focus on the use of colour. |
| **Year 10**  **Class of 2027** | **The Candy Shop – 2-Dimensional Work**  Learners extend their knowledge of materials and techniques as they visually record Food and Drinks both historically and modern day.  Investigating the work of Kandinsky, learners explore Kandinsky’s use of colour and geometric shapes as they creatively explore fine art principles and develop personal responses incorporating the Food and Drink theme. | **The Candy Shop – 3-Dimensional Work**  Expanding upon the knowledge of Kandinsky, learners will look at the work of Richard Godfrey and his ceramic vessels and tiles. Exploring Godfrey’s work learners will examine the visual connections to the works of Wassily Kandinsky and explore how these connections can be explored within their own ceramics work.  Learners will develop a knowledge of 3-Dimensional crafts as they examine textures, joining and decorative elements in developing a personal response. |
| **Year 11**  **Class of 2026** | **Surreal Meals**  To develop an understanding in preparation for the GCSE Examination Unit, learners complete a shortened assignment extending upon the “Candy Shop” theme already explored.  Learners explore the surrealist movement as they investigate the theme of metamorphosis as they morph the Food and Drink theme into other personally selected themes. | **GCSE External Assessment**  Learners undertake their GCSE Examination Unit. This is a personalised theme where learners select one of the themes provided by OCR, covering all four of the Assessment Objectives including the completion of the 10-hour examination session where they produce their personal response to the theme chosen. |

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| **Year 7** | **Subject:**  **Art and Design** | **Unit title:**  **3-D Shapes and Forms - Parties and Celebrations** | **Term:**  **September - February** |
| **Knowledge (Learn that):**   * How to accurately form 3-Dimensional shapes and forms using perspective techniques. * How to use tones and tints accurate to create 3-Dimensional form. * The appropriate use of shading and mark making techniques. * The appropriate application of watercolour paints, mixing techniques and colour theory. * How to effectively apply colour pencil through blending techniques. * Colour Theory and Knowledge * How to investigate a theme and gather personal research * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *3-Dimensional*  *Perspective*  *Observational Drawing*  *Mark-Making*  *Colour Blending*  *Tints*  *Gradient*  *Graduation of Tone*  *Complementary Colours*  *Monochrome*  *Monotone*  *Harmonious Colours Composition*  *Rule of Thirds* | **Teaching Sequence:**  This topic focuses on the development of knowledge and skills as we look at 3D shapes and forms and the development and application of media.  We start the Year 7 journey looking at celebration events covered locally and internationally. Introducing basic shapes and structures, learners gain an intense introduction to fundamental elements of Art and Design.   1. Use of perspective in drawing and shading 3-Dimensional Cubes, Cones and Cylinders. 2. Exploration of mixed media techniques as a development of a Party Hat design looking at design and lettering on a 3D structure. 3. Development of basic cylindrical structures as an introduction to oil pastel techniques. 4. Colour Theory development of colour wheel and tonal strips looking introducing the application and use of watercolour paints. 5. Research and development of a personal mixed media outcome based on cultural celebrations. | |
| **Vocabulary to retrieve:**  *Shading*  *Tones*  *Sketch* |
| **Disciplinary aims:** |
| **Links to other units:**  As a new starter at AAW, we are aware that Art and Design delivery at KS2 can be limited and lack consistency; consequently, this topic is focused on establishing the appropriate foundations to build on as we journey through Art and Design at AAW.  The knowledge learnt in this topic is the fundamental skills needed throughout your art and design journey at AAW.  The focus of the topic is on drawing skills and the application and investigation of materials, techniques, and processes; all of which underpin all work covered in the Art and Design Curriculum. | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 7** | **Subject:**  **Art and Design** | **Unit title:**  **Franz Marc’s Animals** | **Term:**  **February - July** |
| **Knowledge (Learn that):**   * How to use basic geometric shapes and forms to create realistic animal structures. * How to investigate and analyse the work and influences of other artist's work. * Colour Theory and Knowledge. * How to use colour theory knowledge to develop artwork related to Franz Marc. * The appropriate application of watercolour paints, mixing techniques and colour theory. * Appropriate application and refinement of oil pastel techniques. * How to effectively apply mark making techniques within biro work. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Expressionism*  *Fauvism*  *Macro*  *Highlights*  *Reflections*  *Overlaying Colour*  *Washes*  *Transition of Colour*  *Blending*  *Geometric Shapes* | **Teaching Sequence:**  This topic expands the basic understanding of shape and form as we look at how we can develop real life animals using geometric structures and animals.  Looking at Franz Marc’s animals we explore how colour has been used to create mood as pupils extend their exploration and knowledge of watercolour painting techniques.   1. Exploration of oil pastel application and techniques in wildlife eye study. 2. Developing studies if wildlife using geometric shapes and forms. 3. Research, analysis and exploration of other artists, designers and crafts persons in the development of artist research page based on Franz Marc. 4. Mixed media close-up of animal face combining shading and biro studies looking at mark making techniques. 5. Research and development of a personal painted response related to Franz Marc’s animals. | |
| **Vocabulary to retrieve:**  *Sketching*  *Colour Theory*  *Harmonious Colours*  *Complementary Colours*  *Tints*  *Tones* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Prior learning of colour theory is the underpinning element for this topic, the theory behind harmonious colours and emotions. Experience and knowledge of painting skills and techniques.  This topic will support the knowledge and growing understanding of the use of colour within art and design throughout history.  Practically, this topic is directed at developing a growing confidence in use of materials, especially the application and use of painting techniques. | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 8** | **Subject: Art and Design** | **Unit title:**  **Botanical and Insects – Matisse and Seguy** | **Term:**  **September - February** |
| **Knowledge (Learn that):**   * How to record shape, form and texture of tropical foliage accurately visually. * The appropriate use of shading and mark making techniques. * The appropriate application of watercolour paints, mixing techniques and colour theory. * How to effectively apply colour pencil through blending techniques. * Colour Theory and Knowledge * How to investigate a theme and gather personal research * How to analyse, research and investigate the works of other artists and designers. * Printing techniques. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Botanical Illustration*  *Henri Matisse*  *Seguy*  *Collage*  *Repetition*  *Tessellation*  *Printing*  *Symmetry*  *Saturation*  *Hue*  *Brusho*  *Biro*  *Cutout* | **Teaching Sequence:**  The aim of the topic is focused upon expanding the learner's knowledge and understanding of materials and processes and the potential for mark-making techniques as they explore the natural world of plants and insects from around the world.  Investigating the works and techniques of Henri Matisse and Seguy, learners are introduced to and explore the printing processes as they increase their knowledge of Art and Design careers.   1. Observational studies of tropical foliage exploring various dry materials and techniques. 2. Extension of colour theory knowledge and painting techniques through foliage studies in watercolours. 3. Macro composition study of foliage exploring mark-making techniques in oil pastel. 4. Research, analysis and exploration of other artists, designers, and crafts persons in the development of artist research page based on Matisse and Seguy. 5. Observational studies of tropical and native insects using mark making techniques in dry media. 6. Development and investigation into printing techniques. 7. Examination and analysis of contemporary fine art strategies in biro and watercolour mixed media insect study | |
| **Vocabulary to retrieve:**  *Mark-Making*  *Observational Drawing*  *Cross-Hatching*  *Graduation of Tone* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will expand upon and refine their knowledge of mark-making strategies and processes as they produce insect and plant studies. Through colour theory knowledge learners extend their ability to apply colour palettes appropriately.  The development and refinement of knowledge of visual recording underpins all aspects of Art and Design, and the journey here at AAW.  The focus of the topic is on drawing skills and the application and investigation of materials, techniques, and processes. Through the exploration of nature, we explore pattern and colour through our growing knowledge of materials.  The development and refinement of knowledge of visual recording underpins all aspects of Art and Design, and the journey here at AAW.  The focus of the topic is on drawing skills and the application and investigation of materials, techniques and processes. Through the exploration of nature, we explore pattern and colour through our growing knowledge of materials. | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 8** | **Subject:**  **Art and Design** | **Unit title:**  **A Surreal Perspective** | **Term:**  **February - July** |
| **Knowledge (Learn that):**   * How to record shape, form and texture of tropical foliage accurately visually. * How to accurately apply one-two- and three-point perspective techniques. * The appropriate application of watercolour paints, mixing techniques and colour theory. * How to effectively apply shading and mark making techniques in context and intent. * How to effectively apply colour pencil through blending techniques. * How to investigate a theme and gather personal research * How to analyse, research and investigate the works of other artists and designers. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Vanishing Point*  *Horizon Line*  *Analysis*  *Space*  *Depth*  *3-Dimensional Shapes*  *Ellipse*  *Line*  *Surrealism,*  *Rene Magritte*  *Salvador Dali* | **Teaching Sequence:**  The topic explores the Surrealist genre and the impact this genre had on Art and Design at both that period and the lasting effects it has had on contemporary artists and designers.  Through the extension of perspective knowledge and understanding covered in Year 7, learners will develop and refine their use of materials, techniques and processes as they investigate space and depth further.   1. Rubik Cube observational study in coloured pencil and shading techniques. 2. One - Two- and Three-Point perspective studies of streets and buildings in biro. 3. Exploration of spatial interior studies through development of a shaded room environment. 4. Research, analysis and exploration of other artists, designers and crafts persons in the development of artist research page based on Surrealism and Matisse. 5. Explore contemporary surrealism and fine art as “Rubik Revisited” looks at colour in contemporary Fine Art paintings. 6. Development of personal surreal space as learners develop a painted final composition based around Matisse. | |
| **Vocabulary to retrieve:**  *Perspective*  *Proportion*  *Scale*  *Graduation of Tone*  *Shading*  *Cross-Hatching*  *Mark-Making* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will extend upon their knowledge of perspective and the ways it is used in interior design.  Learners will expand upon and refine their knowledge of mark-making strategies and processes as they produce interior space studies.  The development and expansion of knowledge and application of 3-Dimensional space and design will support with the of composition and depth within all aspects of Art and Design curriculum.  The in-depth analyse and evaluation of other artists and designers work will expand learners’ knowledge of the history of art and introduce the importance of analysis in preparation for KS4 | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 9** | **Subject:**  **Art and Design** | **Unit title:**  **Shells and Sealife** | **Term:**  **September - February** |
| **Knowledge (Learn that):**   * How to accurately visually record shape, form and texture of a variety of food and drinks, including packaging and graphical elements where appropriate. * How to effectively apply colour and mark-making techniques using oil pastels. * How to select and apply a range of painting techniques effectively using acrylic and watercolour paints. * How to analyse, research and investigate the works of other artists and designers. * How ceramicists design and develop their 3-Dimensional works. * How to develop 3-Dimensional outcomes using a range of mark-making and textural techniques. * How to effectively explore ideas and concepts. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Natural Forms*  *Crustaceans*  *Tactile Texture*  *Contour Lines*  *Stippling*  *Illustration*  *SteamPunk*  *Mechanical*  *Industrial*  *Zentangles*  *Op Art*  *Victor Vasarely*  *Bridget Riley*  *Illusion.* | **Teaching Sequence:**  The aim of the topic is focused upon expanding and re-enforcing the learner's knowledge and understanding of materials and processes and the potential for mark-making techniques as they explore the oceans looking at aquatic life and plantation.  Investigating the works and techniques of the SteamPunk genre and its industrialisation links; and the Op Art genre (Bridget Riley and Victor Vasarely) learners are introduced to further materials and techniques.   1. Observational studies of shells and crustaceans exploring various dry materials and techniques. 2. Extension of colour theory knowledge and painting techniques through shell studies in watercolours. 3. Textural study of macro shells composition using mixed media techniques. 4. Research, analysis and exploration of other artists, designers, and crafts persons in the development of artist research page based on Steampunk genre. 5. Development of steampunk illustrative study incorporating zentangles style techniques. 6. Research, analysis and exploration of other artists, designers, and crafts persons in the development of artist research page based on Op Art genre. 7. Development of personal Op Art starfish painting in acrylic paint based on Bridget Riley and Victor Vasarely. | |
| **Vocabulary to retrieve:**  *Mark-Making*  *Cross-Hatching*  *Shading*  *Graduation of Tone*  *Implied Texture* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will extend upon their knowledge of perspective and the ways it is used in interior design.  Learners will expand upon and refine their knowledge of mark-making strategies and processes as they produce interior space studies.  The development and expansion of knowledge and application of 3-Dimensional space and design will support with the of composition and depth within all aspects of Art and Design curriculum.  The in-depth analyse and evaluation of other artists and designers work will expand learners’ knowledge of the history of art and introduce the importance of analysis in preparation for KS4. | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 9** | **Subject:**  **Art and Design** | **Unit title:**  **A Pirates Adventure** | **Term:**  **February - July** |
| **Knowledge (Learn that):**   * How to record shape, form and texture of shells and crustaceans accurately visually. * How illustrators visually record details using watercolour paints and mark-making techniques. * The appropriate application of watercolour paints, mixing techniques and colour theory. * How to effectively apply shading and mark making techniques in context and intent. * How to create line drawing visual recordings. * How to analyse, research and investigate the works of other artists and designers. * The differences between watercolour and acrylic paint, and how to apply and create work using acrylic paint. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Symbols*  *Nautical*  *Skull and Cross-Bones*  *Jolly Rodger*  *Skeletal*  *Anatomy*  *Contemporary*  *Design* | **Teaching Sequence:**  The aim of the topic is to explore illustration and contemporary art styles. Learners will investigate the history of Pirates and Buccaneers, their use of design and illustration.  Through the investigations into the history of the oceans you will look at how the Marauders and Buccaneers used visual illustrations to document their journey, the items they discovered and the routes they took.  Learners will gain an insight into why illustrations are used to capture an instantaneous part of a journey, using this to form a personal journey and illustration.   1. Observational studies of skeletal forms and skulls exploring tonal drawings. 2. Investigation into symbolisation and illustrations that were used by Pirates and explorers to record and identify items and features they encountered on their expeditions. 3. Oil pastel skull and cross bone study looking at emotion and colour. 4. Development of personal Skull and Crossbones/Jolly Rodger designs in preparation for their personal response piece. 5. Development of personal response based on Skull and Crossbones/Jolly Rodger designs. | |
| **Vocabulary to retrieve:**  *Illustration*  *Brusho*  *Natural Forms*  *Mark-Making*  *Cross-Hatching*  *Contour Lines*  *Scale*  *Graduation of Tone* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will extend upon their investigations into colour use in art as they consider how colour can add mood and atmosphere to a design.  As preparation for KS4, learners will learn how to explore ideas more as they explore visual recording techniques and approaches.  The development and expansion of knowledge and application of 3-Dimensional space and design will the importance of analysis in preparation for KS4. | | | |
| **Links to the national curriculum:**   **NC1** - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas   **NC2** - to use a range of techniques and media, including painting   **NC3** - to increase their proficiency in the handling of different materials   **NC4** -to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work   **NC5** - about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | |

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| **Year 10** | **Subject:**  **Art and Design** | **Unit title: Portfolio Unit**  **Food and Drink – Kandinsky - The Surreal Meals** | **Term:**  **September (Yr10) – December (Yr11)** |
| **Knowledge (Learn that):**   * How to record shape, form and texture of a variety of food and drinks accurately visually, including packaging and graphical elements where appropriate. * How to effectively apply colour and mark-making techniques using oil pastels. * How to select and apply a range of painting techniques effectively using acrylic and watercolour paints. * How to analyse, research and investigate the works of other artists and designers. * How ceramicists design and develop their 3-Dimensional works. * How to develop 3-Dimensional outcomes using a range of mark-making and textural techniques. * How to effectively explore ideas and concepts. * Developing ideas and personal responses. | **Vocabulary to consolidate:**  *Analysis*  *Refinement*  *Contextual References*  *Development*  *Kandinsky*  *Geometric Shapes*  *Ceramics*  *Slip*  *Surrealism* | **Teaching Sequence:**  The GCSE coursework unit is focused on the theme of Food and Drink. This is an in-depth topic which introduces the Assessment Objectives for GCSE.  Learners explore the theme developing and evidencing their understanding of materials through a range of studies and outcomes. Looking at a range of artists and genres throughout time, learners will make connections with these artists whilst creatively developing their own responses.   1. Observational studies of foods, drinks and packaging exploring a variety of materials. (AO2) 2. Analysis of Kandinsky’s artwork in development of artist reference board. (AO1, AO2) 3. Development of ideas and concepts influenced by the work of Kandinsky; combining and implementing the “Food and Drink” theme into designs and ideas. (AO1,AO2,AO3) 4. Acrylic painted personal response based on developed ideas; demonstrating links to Kandinsky’s work and the “Food and Drink” theme. (AO4) 5. Exploration of ceramicist artwork and exploration of techniques. Development of ceramic personal outcome linked to Kandinsky and “Food and Drink” theme. (AO1,AO2,A03,AO4) 6. Analysis of Surrealist genre artwork in development of artist reference board. (AO1, AO2) 7. Development of ideas and concepts influenced by the work of Surrealism; combining and implementing the “Food and Drink” theme into designs and ideas. (AO1,AO2,AO3) 8. Personal response based on developed ideas; demonstrating links to Surrealist work and the “Food and Drink” theme. (AO4) | |
| **Vocabulary to retrieve:**  *Observational Drawing*  *Implied Texture*  *Tactile Texture*  *Mark-Making*  *Cross-Hatching*  *Scale*  *Form*  *Proportion*  *Rule of Thirds* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will expand upon their knowledge of materials, techniques and processes (AO2) as they explore the food theme.  Experience of analysing the work of other artists, genres and designers (AO1).  Understanding of refinement of ideas in development of a personal response (AO4).  The focus of Yr 10 is on the development and understanding of media, techniques, ideas and outcomes as preparation for the GCSE Assessment in Yr 11.  Learners will experience time- controlled lessons as preparation from the final examination; preparing them for realisation of controlled assessment. | | | |
| **Links to the national curriculum:**   **A01**-Assessment Objective 1: Researching artists and craftsperson's relating to the theme.   **AO2**-Assessment Objective 2: Observational studies. Exploring materials techniques and processes.   **AO3**-Assessment Objective 3: Development of ideas and concepts based on the theme and artists.   **A04**-Assessment Objective 4: Develop your own personal response to the theme covered. | | | |

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| **Year 11** | **Subject: Art and Design** | **Unit title: OCR External Assessment** | **Term:**  **January - May** |
| **Knowledge (Learn that):**   * How to select appropriate themes, research and investigate the project both literally and visually. * Explore and apply materials, techniques, and processes appropriately within own work. * Appropriately develop a range of visual recordings using a range of techniques and processes. * How to analyse, research and investigate the works of other artists and designers. * How to effectively explore ideas and concepts as the development of their own personal ideas, analysing, reflecting, and refining these ideas as they progress. * Design and develop a personal response, making appropriate connections to the work and processes of identified artists and designers; appropriately selecting and applying materials, techniques, and processes. | **Vocabulary to consolidate:**  *Analyse*  *Evaluate*  *Contemporary*  *Historical*  *Observational*  *Create*  *Reflect*  *Annotate*  *Exploration*  *Investigation*  *Develop* | **Teaching Sequence:**  The GCSE examination unit is the external examination project undertaken from January of Year 11.  This is a personal directed project formed based upon the themes and questions selected by OCR as part of the examination.  Learners will demonstrate an understanding of the Assessment Objectives as they complete relevant work.   1. Research and investigate the chosen theme from the OCR External Assessment. 2. Development of a series of observational studies and visual recordings related to their chosen question and theme. Experimenting and utilising a range of materials, techniques and processes. 3. Investigation into relevant artists, designers and craftsperson’s with appropriate links to their chosen question and theme. 4. Development of a relevant artist research board related to their chosen artist, question and theme. 5. Exploration and development of a series of appropriate ideas and concepts as learners develop their own personal ideas, analysing, reflecting and refining these ideas as they progress. 6. Production of a personal response in relation to the chosen question and theme, making appropriate connections to the work and processes of identified artists and designers; appropriately selecting and applying materials, techniques and processes. | |
| **Vocabulary to retrieve:**  *Shade*  *Tone*  *Line*  *Form*  *Composition*  *Design*  *Sketch*  *Research* |
| **Disciplinary aims:**  *What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.* |
| **Links to other units:**  Learners will expand upon their knowledge of materials, techniques and processes (AO2) as they explore the food theme.  Experience of analysing the work of other artists, genres and designers (AO1).  Understanding of refinement of ideas in development of a personal response (AO4).  This unit along with your developed Portfolio unit will build upon all the aspects and experiences gained throughout your Art and Design journey at AAW.  All of this knowledge and skill will support your further artistic journey as you enter 6th Form or College, and then potentially University and careers.  For some, this journey in Art and Design may terminate here, but will essentially leave you with a growing appreciation for the subject and works. | | | |
| **Links to the national curriculum:**   **A01**-Assessment Objective 1: Researching artists and craftsperson's relating to the theme.   **AO2**-Assessment Objective 2: Observational studies. Exploring materials techniques and processes.   **AO3**-Assessment Objective 3: Development of ideas and concepts based on the theme and artists.   **A04**-Assessment Objective 4: Develop your own personal response to the theme covered. | | | |