



Art & Design Curriculum 2020-21

Intent:

'No society can afford to ignore the fact that the capacity for behaving artistically is inherent in every human being and cannot be neglected without detriment to the individual and to society as a whole' Rudolf Arnheim

Art offers unique opportunities for students to reveal their potential, express their ideas, develop their imaginations, and investigate a wide range of images and artefacts. The individual engaged in an art activity, whether it is expressive, imaginative, productive, reflective, or critical is developing knowledge: about themselves, others, culture, society, and about the interaction of these with ideas, processes, techniques and media. As such it is an invaluable part of the education of young people. It develops a visual language that complements other languages such as those used in mathematical, scientific, literary and factually based subjects. It encourages personal expression, imagination, sensitivity, conceptual thinking, and powers of observation, analytical abilities and practical-orientated attitudes. It is especially concerned with mental processes involved in visual experience and aesthetic experience and develops a range of skills and concepts that can be used throughout life. This fully justifies our commitment to art education, because artistically minded people actually see (and so perceive and understand) more than artistically uneducated. Art also offers opportunities for students to develop self-knowledge, skills in evaluating themselves, in target-setting, in understanding their role and place within cultural forms, in understanding themselves as learners, such as learning how to learn. These skills are crucial to human development.

As artists and educators we fully believe that art, in all its forms, is an indispensable part of human development, and should be a part of everyday life. The Art and Design Department is therefore fully committed to pursuing its aims with the intention of providing a high quality education based on the opportunities that art provides.

The Art & Design curriculum has been formulated to allow students to: research their own and others' worlds through the eyes, minds, hearts and hands of artists; create using media, techniques and processes, transforming ideas, observations, experiences and feelings into images and artefacts; value their own and others' ideas, observations, experiences and feelings; criticise by formulating, articulating and communicating ideas, observations, experiences and feelings; develop personal and social qualities through engagement with the forms, modes and vocabulary of visual art; integrate their work through the making of independent, personal and relevant images and artefacts.

Implementation:

The Art and Design Department employs a range of teaching and learning styles. These are flexible, with a considered balance between the didactic and instructional, and the need for each student to develop an individual line of visual enquiry.

Teaching methods include: teacher led demonstration, student led research and experimentation, practical work focused on specific outcomes, open-ended tasks based on themes, negotiated tasks and outcomes and collaborative tasks.



Teachers within the Art and Design Department vary the teaching and learning styles to suit the needs of individual students and groups of students, and the nature of the activity. A variety of teaching and learning styles provides stimulating and motivating experiences for students. This helps to focus on the activities in the classroom in an effort to raise the attainment of all students. Furthermore a self-reflective attitude fosters the notion of continual improvement.

Teachers within the Department work hard to identify the needs and potentials of all students. In this way the Art and Design Department seeks to provide a range of meaningful experiences that enable all students to fulfil their individual potential. Teachers within the Department therefore attempt to be fully aware of the needs of individual students. This knowledge informs the planning, delivery and evaluation cycle. In this way work is tailored to the needs of the full range of abilities, including both the less and the more able.

Impact:

The study of Art & Design provides students with a range of life-long, transferable skills that will equip them for the demands of future learning, the world of work and life in general. These include decision making, independent enquiry, creative thinking, self-management, digital literacy, communication, self-confidence, presentation, team work, self-expression, research, problem solving and critical thinking.

Students realise the significance of cultural capital and the creative industries in their community, their country and the world. Students have the skills to deeply analyse visual literacy and question everyday visual messaging.

Assessment:

The assessment of students' learning is a vital part of the work of the Art and Design Department. It provides important information for students, parents and teachers regarding the achievement and attainment of individual students and groups of students. It also provides teachers with invaluable information to help plan future art experiences. Students are monitored continually in an effort to increase their rate of progress.

Assessment within the department is undertaken using:

KS3

- The National Curriculum in England Art & Design

KS4

- AQA GCSE Art and Design (Fine Art)
- AQA GCSE Art and Design (Photography)



Generally a piece of artwork, whether it is a single piece or a larger ensemble such as a coursework project, is assessed as soon as is practically possible following its completion. Students are given feedback regarding this teacher assessment as soon as is practicable, and are given opportunities for self-assessment and self-evaluation.

Year Group	Projects	Knowledge/Skills	Techniques/Media	Artists/Sources	Enrichment and Extension	Activities/Outcomes	Assessment
7	<p>The Formal Elements</p> <p>15 Weeks</p> <p>4 lessons per fortnight</p>	<p>What are the formal elements?</p> <p>How do artists apply them?</p> <p>Colour Form Tone Pattern Texture Shape contrast</p> <p>Composition</p>	<p>Painting</p> <p>Colour mixing and theory</p> <p>Colour blending – pencil crayons and pastel</p> <p>Shading – cross hatching, stippling, contouring, scumbling, hatching, smudging</p> <p>Linear drawing</p> <p>Stencilling – negative and positive space</p>	<p>Zandra Rhodes</p> <p>Henry Moore</p> <p>Giacometti</p> <p>Josh Bryan</p> <p>Mondrian</p>	<p>Literacy – key words and glossaries</p> <p>A range of contextual sources linked to the historical use of space and composition in Art & Design to develop visual language and literacy</p>	<p>Colour wheel</p> <p>Colour theory algebra</p> <p>Glossary of key words</p> <p>Colour blending study</p> <p>Tonal study and exercise</p> <p>Continuous line drawing</p>	<p>Base line tests</p> <p>Half termly quizzes</p> <p>Ongoing Glossary of key words</p> <p>Peer assessments</p> <p>Gimme 5</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>
	<p>Drawing with Scissors –collage project based on British Values</p> <p>7 weeks</p>	<p>What is collage?</p> <p>Can you describe Rex Ray's work?</p> <p>Abstraction, composition, Pattern,</p>	<p>Collage, Drawing with Scissors, Abstraction, layering</p>	<p>Rex Ray, Beatrix Milhazes, Matisse</p>	<p>Collaborative practices – team building skills</p> <p>Thematic approach based on tolerance and inclusivity in today's society</p>	<p>Group work/ Large Collage</p> <p>Group presentation</p> <p>Small individual studies</p>	<p>Peer assessment</p> <p>Quiz</p> <p>Glossary</p> <p>Group presentation</p>



		Shape Texture Colour				Artist case study based on political and social art	Group critique and questioning Summative assessment at end of project
	Starry, Starry Night - Van Gogh Project 6 Weeks	Who was Vincent Van Gogh? Why is his work so celebrated? Mark-making, painting techniques, context, composition, analysis	Acrylic Watercolour pen Oil pastel Photography pastel	Van Gogh Seurat Monet	Link to Mental health awareness Literacy -Contextual analysis homework task of Van Gogh's work	Series of small studies including portraits and landscapes in a range of media Artist case study	Self and peer assessments Hands down questioning Half termly Quiz Glossary One to one support and feedback Summative assessment at end of project
	Dirty Monsters 6 weeks	Who is Jon Burgerman? What is doodling? Design Illustration Graphics, composition, layout, measuring, idea generation typography working to a brief	Sculpture Modelling A range of dry media; pens, markers, pencil crayons, sharpies	Jon Burgerman	Environmental Issues – linked to pollution and climate change Working to a brief – vocational context to develop transferrable skills and competencies e.g problem solving, communication	Poster and character designs 3d model of character Idea generation and research pages Design sheet	Group Critique Presentation of response to brief Glossary Peer assessment Quiz to help consolidate learning



							Summative assessment at end of project
	Hundertwasser's Dream World 6 weeks	Who was Hundertwasser? What is the difference between 3D and 2D? What is an installation? Painting Drawing modelling construction sculpture design visual analysis	Cardboard construction Cutting Acrylic, watercolour Artist analysis Self-evaluation Collaboration – team work	Hundertwasser Gaudi	Collaboration and team work - opportunities to focus on the sharing of ideas and investigating different roles and ways of working presentation/ exhibition of group installation	3d buildings and installation Small scale studies and paintings Mini Exhibition	Group Critique Presentation of final sculpture/installation Glossary Peer assessment Quiz Summative assessment at end of project
8	The Principles of Design 7 weeks	What are the formal elements? What are the principles of design? Balance Perspective Space Emphasis Proportion Unity Variety Rhythm	Contrast Placement Isolation Convergence focal points simplicity proximity repetition continuation elaboration	Da Vinci Mc Escher Typographers BBC bitesize	Literacy – key words and glossaries A range of contextual sources linked to the historical use of space and composition in Art & Design to develop visual language and literacy	Design theory quiz Glossary of key words Using a viewfinder	Half termly quizzes Ongoing Glossary of key words Peer assessments Gimme 5 Summative assessment at end of project



	Movements 8 weeks	<p>What is a movement in art & design?</p> <p>What are the key characteristics of Impressionism, Constructivism, Art Nouveau and Pop Art?</p> <p>Drawing and Painting; Contextual understanding and analysis</p>	<p>acrylic, watercolour, oil pastel collage felt pen</p>	<p>Impressionism Constructivism Art Nouveau Pop Art</p>	<p>SMSC –Contextual, cultural and historical sources, enabling students to experience and respond to a range of influences.</p>	<p>Drawing and Painting studies</p> <p>Contextual analysis activities</p> <p>Glossary</p>	<p>Gimme 5</p> <p>Glossary</p> <p>Peer assessment</p> <p>Quiz</p> <p>Summative assessment at end of project</p>
	Careers 11 weeks	<p>What is the difference between art & design</p> <p>What are the different specialisms within art & design?</p> <p>Careers within the Art & Design industry</p>	<p>One off design tasks; t-shirt, tote design illustration - album cover – song lyrics, children’s book cover, Greeting card, jewellery design, trainer design</p>	<p>Kath Kidston, Eric Carle Stella McCartney Peter Blake Zandra Rhodes</p>	<p>Careers in Art & Design – developing knowledge and understanding of the many possible career opportunities within the art and design sector</p> <p>Trip to The Design Museum to enrich learning and develop cultural capital</p>	<p>A series of A3 design sheets in response to weekly design briefs</p> <p>Glossary</p>	<p>Weekly peer assessments to evaluate how well students have met the brief</p> <p>Glossary</p> <p>Gimme 5</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>
	Y8 Exam 2 weeks	<p>Design Illustration Working to a brief</p>	<p>Pencil crayon Watercolour Pen</p>	<p>A range of children’s book illustrators</p>	<p>Careers in Art & Design vocational practice working to a brief</p>	<p>Design sheet and final design for preschool alphabet book</p>	<p>Summative assessment at end of project</p>



	Beautiful Bugs	Who is Christopher Marley? Is his work ethical? What is scale? Scale – grid method, scaling up and down Hand skills	Inks Fineliner Pencil crayon Watercolour Gel pens stippling	Christopher Marley Britt DeMaris Hannah Davies	Numeracy – scaling and gridding up PLTS – encouraging creative thinking, independent enquiry and reflective learning through the act of creating, exploration of new techniques and media and self-evaluation of experimentation.	A series of small studies exploring a range of techniques and processes, culminating in a final A3 piece. Glossary	Peer assessment Quiz Glossary Group presentation Group critique and questioning Summative assessment at end of project
	Picasso	Who was Picasso? What is Cubism? Research and analysis skills	cardboard construction painting embellish observational drawing	Picasso African Art	SMSC – introduction to historical and cultural references as a means of exploring the influence of African art in Cubism and Modern Art.	Artist research and analysis tasks Cubist still life Artist study 3D cardboard African mask	Fill in the blanks one to one support Self-assessment Group Critique and analysis tasks
9 Fine Art	Practical exploration of the 4 assessment criteria through the theme of Mental Health 5 weeks	Introduction to GCSE and assessment criteria; • AO1: Develop ideas • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and meaningful response	Mind mapping Researching and contextual analysis Recording and developing ideas in a range of media Selecting appropriate	Bacon Agnes Cecille Edvard Munch Van Gogh Barbara Kruger Otto Dix	ECM - Mental Health Awareness to encourage confident learners who can engage with the real world and interpret emotions and ideas. PLTS - Independent enquirers and Reflective learners. Developing their understanding of the	An A3 design sheet in response to each assessment objective Individual analysis and guidance sheet focusing on how to meet each assessment objective	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning Group Critique Self-evaluation



			<p>techniques and media in relation to theme and personal area of interest</p> <p>A range of presentation techniques</p>		exam criteria through practical exploration.		
	<p>The Human Form</p> <p>9 weeks</p>	<p>What are the proportions of the face and body?</p> <p>How can I draw a figure/ portrait?</p> <p>What is observational drawing?</p> <p>Basic portraiture and figure drawing</p> <p>Proportion</p>	<p>Proportions of the face and figure</p> <p>Life drawing</p> <p>Line drawing</p> <p>Charcoal</p> <p>Acrylic</p> <p>Pencil</p> <p>Graphite</p> <p>Paint</p>	<p>Hockney</p> <p>Giacometti</p> <p>Da Vinci</p> <p>Lucian Freud</p> <p>Jenny Saville</p>	<p>Numeracy – using fractions to develop understanding of proportion</p>	<p>Series of small studies, culminating in large A1 drawings/painting</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self-evaluation</p>
	<p>Mimesis – Link to Landscape project</p> <p>2 weeks</p>	<p>What is Perspective – aerial and linear</p> <p>How do artist's use perspective to create depth?</p> <p>What is Mimesis?</p>	<p>single, double and triple vanishing points</p> <p>Aerial and linear perspective</p>	<p>Monet</p> <p>Raphael</p> <p>Vermeer</p> <p>Fra Angelico</p>	<p>SMSC – introduction to a range of social, historical and cultural references as a means of exploring the role of mimesis and perspective in art and design.</p>	<p>Technical drawings exploring vanishing points</p> <p>Painting studies and photographs exploring aerial perspective</p> <p>Homework analysis</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self-evaluation</p>



	Landscape	<p>What is landscape?</p> <p>What is scumbling, scrafitto, impasto etc?</p> <p>How to develop painting skills</p> <p>Charcoal and Pastel</p>	<p>Colour mixing continued</p> <p>Painting techniques and media;</p> <p>watercolour, acrylic, scumbling, impasto, ground, washes, scrafitto etc</p> <p>Palette knives</p> <p>Finger painting</p>	<p>Benjamin Brown</p> <p>Kurt Jackson</p> <p>Hockney</p> <p>Monet</p> <p>John Singer Sargent</p>	<p>PLTS – developing independent enquirers and creative thinkers through exportation of a range of techniques and processes to generate ideas and create outcomes.</p>	<p>Series of small studies</p> <p>Large final Painting</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self-evaluation</p>
	Confectionery/Food & Drink	<p>Exploring and Developing use of a range of media</p> <p>What is confectionery?</p> <p>How have artists used it as a stimulus?</p> <p>Who is Joel Penkman?</p>	<p>Flat painting</p> <p>Fine liner</p> <p>Pastel</p> <p>Oil pastel</p> <p>Biro</p> <p>Inks</p> <p>Pencil crayon</p> <p>Watercolour</p> <p>Photography</p>	<p>Patrick Caulfield</p> <p>Matisse</p> <p>Sarah Graham</p> <p>Marcello</p> <p>Barengi</p> <p>Joel Penkman</p> <p>David Gilliver</p> <p>Sabine Villiard</p> <p>Dana J Quigley</p>	<p>ECM – be healthy. Healthy eating quiz</p> <p>PLTS – developing independent enquirers and creative thinkers through exportation of a range of techniques and processes to generate ideas and create outcomes.</p>	<p>A4 display book of studies and research in a range of media and techniques</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self-evaluation</p>
10	Storm	<p>How have artists used Storms and the weather to influence their work?</p> <p>Drawing and Painting project, mixed media covering 4 AO's;</p> <ul style="list-style-type: none"> AO1: Develop ideas 	<p>Painting techniques and mixed media;</p> <p>watercolour, acrylic, scumbling, impasto, ground, washes, scrafitto</p> <p>Palette knives</p>	<p>Edward Tomek</p> <p>George Bellows</p> <p>Turner</p> <p>Tacita Dean</p> <p>Kurt Jackson</p> <p>Matthew Snowdon</p> <p>Mary Maxam</p> <p>Scott Naismaith</p> <p>Carlos Delgado</p> <p>Adam Hall</p>	<p>Trip to the seaside with GCSE photography?</p> <p>ECM – confident and creative thinking to engage and be inspired by the natural world to communicate their thoughts and feelings.</p>	<p>Portfolio covering all AO's including research, idea development and refinement, recording of ideas and final outcome</p> <p>Plastic bag photoshoot</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p>



11		<ul style="list-style-type: none"> • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and meaningful response 	Marbling Bubble art Weaving Monoprinting	Anna de Vries		Series of small studies studying water	Self-evaluation
	Identity – Portraiture	What is Identity? Main coursework project covering 4 objectives	Acrylic, watercolour painting techniques	Tim Okamura Sandra Chevrier Laura Eddy Audrey Flack Ashkan Honarvar Petra Dufkova Dain Mark Powell Caroline Rudge Patrick Bremar Bobby Neel Adams Emma Uber Ray Turner Georgina Luck Paul Wright Martin O'Neill	Trip to the National Portrait Gallery, London	Portfolio covering all AO's including research, idea development and refinement, recording of ideas and final outcome	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning Group Critique Self-evaluation
	35 weeks	<ul style="list-style-type: none"> • AO1: Develop ideas • AO2: Refine work by exploring ideas, selecting and experimenting • AO3: Record ideas • AO4: Present a personal and meaningful response 	Colour mixing for skin tone Collage Mixed media Surface texture – distressing, acrylic transfer Mindmapping Idea generation Personal research	ECM – Personal exploration of the theme of identity and the self to encourage confident and successful learners who can interpret and express their emotions and ideas.			
Skills Workshop	Standalone pieces to complete coursework portfolio Presentation of full portfolio	Observational drawing Contextual analysis Drawing Painting Printmaking Acrylic transfer photography	Alison Lambert John Piper Ian Murphy	PLTS – developing independent enquirers and creative thinkers through exportation of a range of techniques and processes to generate ideas and effective outcomes.	<ul style="list-style-type: none"> • Still life • Printmaking • Developing of movements pieces • Artist case study 	One to one tutorials – written and verbal feedback Termly Internal standardisation Questioning	
6 weeks							



						<ul style="list-style-type: none"> Alison Lambert charcoal portrait Acrylic transfer - portrait Ian Murphy – ink and biro study John Piper mixed media study Pencil Crayon - Magnified Pepper/ Orange Art Nouveau study Photography workshop 	<p>Group Critique</p> <p>Self-evaluation</p>
Unit 2 – External Exam	<p>Learners explore a range of skills based on the 4 assessment criteria:</p> <ul style="list-style-type: none"> AO1: Develop ideas AO2: Refine work by exploring ideas, selecting and experimenting AO3: Record ideas AO4: Present a personal and meaningful response 	<p>Learners select which techniques and media they wish to use in response to their chosen exam question</p>	<p>A range of contextual sources outlined on the exam paper</p>	<p>BMAG Gallery visit to be confirmed</p> <p>PLTS – Independent enquirers</p> <p>Learners are in control of their own creative journey, independently researching, risk taking, problem solving and reflecting throughout the process to create a personal and meaningful outcome.</p>	<p>Display book covering all AO's including research, idea development and refinement, recording of ideas and final outcome</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self-evaluation</p> <p>Final summative exam in April – 10 hrs</p>	



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							Date to be confirmed All marks to be sent to the exam board by the 31st May
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