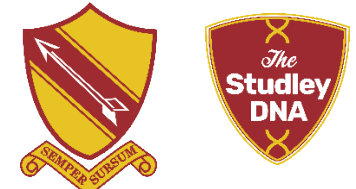


# Art & Design Delivery Grid



*'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*

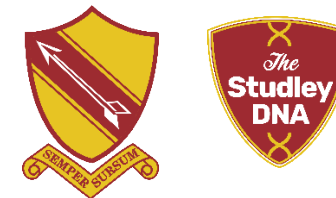
## **Intent**

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.

They include:

- Teacher led demonstration
- Student led research and experimentation
- Practical work focused on specific outcomes
- Opened-ended tasks based on themes
- Negotiated tasks and outcomes
- Collaborative work – student/ student and student/ teacher

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. It is important to be aware of the different styles utilised and of the dominant mode if there is one. 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/achievement



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. The Art and Design Department provides opportunities for formal assessments and student self- evaluation to take place, usually at the end of a scheme of work.

The functions of assessment can be summarised in four parts:

1. Formative
2. Summative
3. Diagnostic
4. Evaluative

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.



### **Aims of Assessment**

- To encourage students by praising current achievement.
- To assist students by the setting of clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well students have understood the current work and to inform planning for the next stage of teaching and learning.
- To enable the teacher to make judgements about student attainment.

### **Principles and Objectives of Assessment**

- Marking should be regarded as a regular and consistent means of communication with students about their individual progress.
- This communication must be in a form that is comprehensible and clearly able to be understood by the individual student.
- The feedback on progress that this represents should inform the next step in a student's learning.
- Effective assessment reflects high expectations and encourages high attainment.
- Effective assessment notes and records the standard an individual student has reached, corrects errors and indicates strategies for improvement or development for the next task.
- Assessment allows a teacher to plan for the individual needs of all students and to record their progress. It allows a teacher to identify the next steps for learning.

Marking is most effective when the student understands:

- The purpose of a task
- How far he or she has achieved this
- How to move closer towards the goal of her learning



Feedback regarding assessment and marking must be:

- Timely
- Constructive
- Sensitive
- Motivating
- Individualised



links to prior learning

<b>Year Group</b>	<b>Projects</b>	<b>Knowledge / Skills</b>	<b>Techniques/ Media</b>	<b>Artists/ Sources</b>	<b>Enrichment and Extension</b>	<b>Activities/ Outcomes</b>	<b>Assessment</b>
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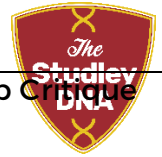
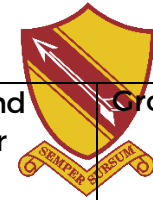


<b>7</b>	The Formal Elements	What are the formal elements?	Painting		Literacy – key words and glossaries	Colour wheel	Base line tests
	15 Weeks	How do artists apply them?	Colour mixing and theory  Colour blending – pencil crayons and pastel  Shading – cross hatching, stippling, contouring, scumbling, hatching, smudging	Zentangles  Josh Bryan	A range of contextual sources linked to the historical use of space and composition in Art & Design to develop visual language and literacy	Colour theory algebra  Glossary of key words  Colour blending study	Half termly Quizzes  Ongoing Glossary of key words  Peer assessments  Gimme 5
	2 lessons per fortnight	Colour Form  Tone  Pattern					

		Texture Compositi o n  Shape  contrast	Linear drawing  Stencilling – negative and positive space			Tonal study and exercise  Continuous line drawing	One to one support and feedback  Summative assessment at end of project
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	<p>Starry, Starry Night - Van Gogh Project</p>	<p>Who was Vincent Van Gogh?</p> <p>Why is his work so celebrated?</p> <p>Mark-making painting techniques, context, composition, analysis</p>	<p>Watercolour pen</p> <p>Oil pastel</p> <p>Photography pastel</p>	<p>Van Gogh</p> <p>Paul Gauguin</p>	<p>Link to Mental health awareness</p> <p>Literacy - Contextual analysis homework task of Van Gogh's work</p>	<p>Series of small studies including portraits and landscapes in a range of media</p> <p>Artist case study</p>	<p>Self and peer assessments</p> <p>Hands down questioning</p> <p>Half termly Quiz</p> <p>Glossary</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>
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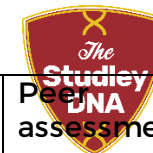




	Messy Monsters	Who is Jon Burgerman?	Sculpture Modelling	Jon Burgerman	Environmental Issues - linked to pollution	Poster and character designs	Group Critique
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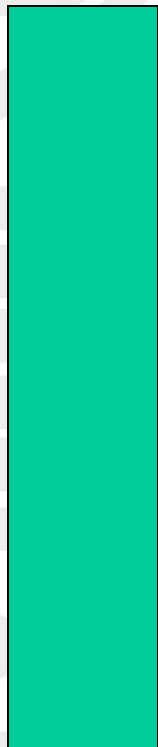
8 weeks	What is doodling?	A range of dry media; pens, markers, pencil crayons, sharpies		and climate change	3d model of character	Presentation of response to brief
	Design Illustration Graphics, composition, layout, measuring, idea generation typography			Working to a brief - vocational context to develop transferrable skills and competencies e.g problem solving, communication	Idea generation and research pages Design sheet	Glossary Peer assessment Quiz to help consolidate learning



	working to a brief					
	Summative assessment at end of project <b>Y7 Exam 1<sup>st</sup> – 15<sup>th</sup> May</b>					
Drawing with Scissors  8 Weeks	<p>What is collage?</p> <p>Can would you describe Rex Ray's work?</p> <p>Abstraction, composition ,</p> <p>Pattern, Shape</p> <p>Texture </p> <p>Colour</p>	Collage, Drawing with Scissors, Abstraction, layering	Rex Ray, Beatrix Milhazes , Matisse	Collaborative practices – team building skills	<p>Group work/ Large Collage</p> <p>Group presentation</p> <p>Small individual studies</p> <p>Artist case study based on political and social art</p>	<p>Peer assessment</p> <p>Quiz</p> <p>Glossary</p> <p>Group presentation</p> <p>Group critique and questioning</p> <p>Summative assessment at end of project</p>



8	Beautiful Bugs  8 weeks  2 lessons per fortnight	Who is Christopher Marley?  Is his work ethical?  What is scale? Scale - grid	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, 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  Group critique and questioning Summative assessment at end of project
	Escape from	Fine Art  method, scaling up and down Hand skills	Watercolour & Salt  biro	Hannah Pugh	PLTS - encouraging	A3 mixed media	Group




Elsewhere


10 weeks

Mixed media project based on the work of Hannah Pugh

Zentangles 

Landscape

Contextual Research 

Ink  
Fine Liner  
Zentangles  
Gold Leaf  
Wet on Wet 

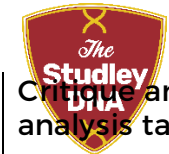
creative thinking, independent enquiry and reflective learning through the act of creating, exploration of new techniques and media and self-evaluation of experimentation.

Careers in Art & Design – developing Knowledge and understanding of one of many possible career opportunities within the art and design sector

piece

Artist case study 

A series of tests, trials and studies

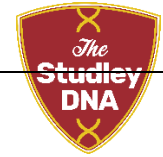





Critique and analysis tasks

one to one support










the art and design









					sector		
Movements	<p>What is a movement in art &amp; design?</p> <p>What are the key characteristics of Impressionism, Constructivism, Art Nouveau and Pop Art?</p> <p>Drawing and Painting;</p> <p>Contextual understanding and analysis</p>	<p>watercolour, </p> <p>oil pastel</p> <p>collage </p> <p>felt pen </p>	<p>Impressionism</p> <p>Constructivism</p> <p>Art Nouveau</p> <p>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> <p><b>Y8 Exam 17<sup>th</sup> April - 1<sup>st</sup> May</b></p>



Haring  8 weeks	Who was Keith Haring?  What is Graffiti Art?  Research and analysis skills	cardboard construction  painting  embellish observational drawing  Figure Linear 	Haring  Graffiti and Protest Art	SMSC – introduction to historical and cultural references as a means of exploring the influence of LGBTQ+ issues.	Artist research and analysis tasks  Artist study   3D cardboard Figures and Protest signs	Fill in the blanks  one to one support  Self assessment  Group Critique and analysis tasks
Careers	What is the difference between art & design	One off design tasks; t-shirt, tote design  Greeting card, jewellery	Kath Kidston, Eric Carle Stella McCartney	Careers in Art & Design – developing knowledge and understanding of the many possible	A series of A3 design sheets in response to weekly design briefs	Weekly peer assessments to evaluate how well students have met the

<p><b>9</b></p> <p><b>Fine Art</b></p>	<p>15 weeks</p>	<p>What are the different specialisms within art &amp; design?</p> <p>Careers within the</p> <p>Art &amp; Design industry</p>	<p>design, trainer design,</p> <p>fashion design, surface print</p>	<p>Peter Blake</p> <p>Zandra</p> <p>Rhodes</p>	<p>career opportunities within the art and design sector</p> <p>Working to a 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>
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<p>The Human Form</p> <p>Practical exploration of the 4 assessment criteria through the theme of</p>	<p>Introduction to GCSE and assessment criteria;</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting</li> <li>• AO3: Record ideas</li> <li>• AO4: Present a</li> </ul>	<p>Proportions of the face and figure</p> <p>Life drawing</p> <p>Line drawing </p> <p>Charcoal</p> <p>Pencil </p> <p>Graphite </p> <p>Paint </p>	<p>Giacometti</p> <p>Da Vinci  </p>	<p>PLTS - Independent enquirers and Reflective learners.</p> <p>Developing their understanding of the exam criteria through practical exploration.</p> <p><b>Photography Homework</b></p>	<p>Series of small studies, culminating in A4 study</p>	<p>One to one tutorials - written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p>
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Self evaluation

The Human Form	personal and					
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Photography taster  12 weeks	<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>						
Confectionery/ Food & Drink	Exploring and Developing use of a range of media	Flat painting Fine liner Pastel	Patrick Caulfield Matisse	ECM - be healthy. Healthy eating quiz	A4 display book of studies and research in a	One to one tutorials - written and verbal	




12 weeks	What is confectionery?	Oil pastel  Biro  Inks  Pencil crayon 	Sarah Graham Marcello Barengi Joel Penkman David Gilliver	PLTS - developing independent enquirers and creative thinkers through exportation of a range of techniques and	range of media and techniques	feedback Termly Internal standardisation
						

Storm	How have artists used it as a stimulus?  Who is Joel Penkman?	Watercolour  Photography 	Sabine Villiard Dana J Quigley	processes to generate ideas and create outcomes.		Questioning Group Critique Self evaluation
	How have artists used Storms and the weather to influence their work?	Painting techniques and mixed media;  watercolour, acrylic, scumbling, impasto, ground, washes,	JMW Turner	Trip to Whitley Court with GCSE photography	Portfolio covering all AO's including research, idea development and	One to one tutorials - written and verbal feedback

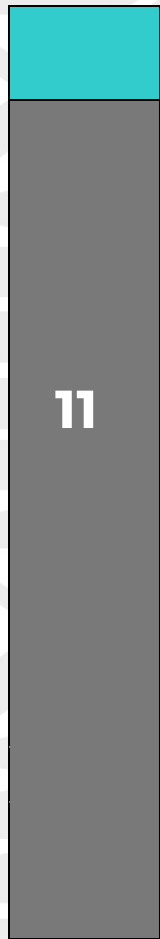


10

15 weeks

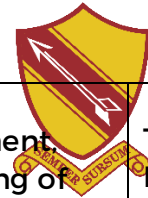
<p>Drawing and Painting project, mixed media covering 4 AO's; </p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting</li> <li>• AO3: Record Ideas </li> </ul>	<p>scrafitto Palette knives  Bubble art</p>	<p>Matthew Snowdon</p>	<p>ECM - confident and creative thinking to engage and be inspired by the natural world to communicate their thoughts and feelings.</p>	<p>refinement, recording of ideas and final outcome  Plastic bag photostoot  Series of small studies studying water</p>	<p>Termly Internal standardisation  Questioning  Group Critique  Self evaluation</p>
<p>• AO4: Present a personal and meaningful response</p>					
<p>Identity - Portraiture  Main coursework project covering</p>	<p>What is Identity?    Colour mixing for</p>	<p>Acrylic, watercolour painting techniques  Vermeer Sandra Chevrrier Laura Eddy</p>	<p>ECM - Personal exploration of the</p>	<p>Portfolio covering all AO's including research, idea development</p>	<p>One to one tutorials - written and verbal feedback</p>








45 weeks

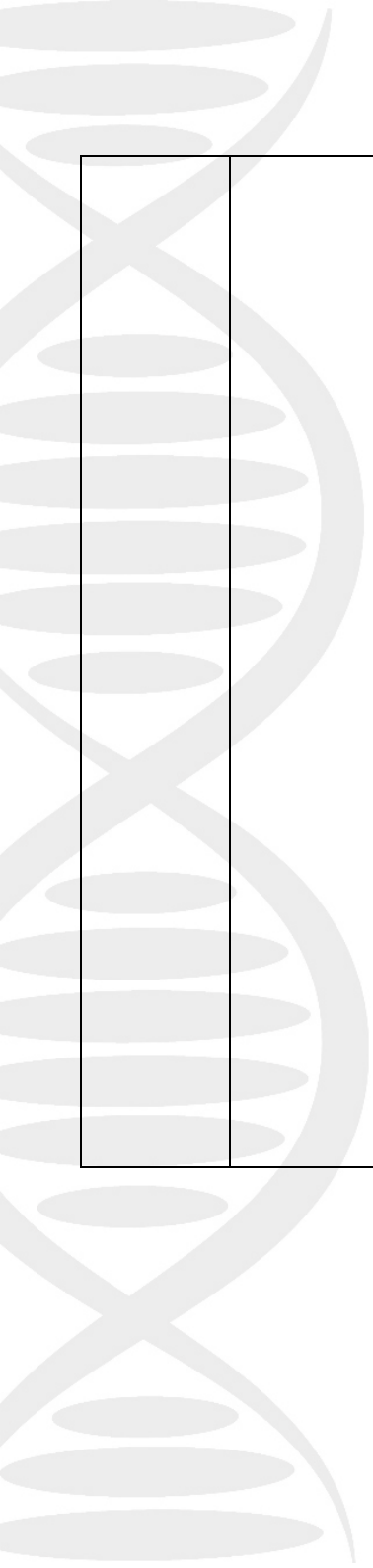
<p>4 objectives</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting</li> <li>• AO3: Record ideas</li> <li>• AO4: Present a personal and meaningful response</li> </ul>	<p>skin tone</p> <p>Collage</p> <p>Mixed media</p> <p>Mindmapping</p> <p>Idea generation</p> <p>Personal research</p>	<p>Audrey Flack</p> <p>Van Gogh</p> <p>Lucian Freud</p> <p>Malcolm Liepke</p> <p>Mark Powell</p> <p>Caroline Rudge</p> <p>Bobby Neel Adams</p> <p>Ray Turner</p>	<p>theme of identity and the self to encourage confident and successful learners who can interpret and express their emotions and ideas.</p>	<p>and refinement, recording of ideas and final outcome</p>	<p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self evaluation</p>
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	<p>Response to exam paper themes, released in January</p>	<p>Learners select which techniques and media they wish to use in response to their</p>	<p>A range of contextual sources outlined on the exam paper</p>	<p>PLTS – Independent enquirers</p> <p>Learners are in control of their</p>	<p>Display book covering all AO's including research, idea development and</p>	<p>One to one tutorials – written and verbal feedback</p>
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	<p>Exam component</p> <p>18 Weeks</p>	<p>Exam project covering 4 objectives</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting</li> <li>• AO3: Record ideas</li> <li>• AO4: Present a personal and meaningful response </li> </ul>	<p>chosen exam question</p>		<p>own creative journey, independently researching, risk taking, problem solving and reflecting throughout the process to create a personal and meaningful outcome.</p>	<p>refinement, recording of ideas and final outcome</p>	  <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Group Critique</p> <p>Self evaluation</p> <p>Culminating in 2 10 hour practical exam</p> <p><b>All marks to be sent to the exam board by the 31<sup>st</sup> May</b></p>
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