



ART DEPARTMENT LEARNING JOURNEY 2019-20 Key Stage 3 Year 7/8/9

Assessment Objectives (AOs)	Year 7	Year 8	Year 9
<p>Fundamental basics across all projects linked to AOs – AO1 Research and ideas, artists AO2 Materials, techniques and processes AO3 Recording and observation AO4 Planning and presentation of ideas</p> <p>Reference to the creative arts, culture and employment within the creative industries given throughout projects</p>	<p><u>Y7 Skills</u></p> <p>Drawing and painting The formal elements – line, tone, form, shape, pattern, scale and composition Mark making Colour theory – primary, secondary, tertiary, tones/tints, complementaries Learning the properties of different media - Drawing with scissors, collage – colour, shape, form, layout, layering, proportion, scale, pattern Drawing, painting, collage, 3D ceramics Researching and designing developing links with literacy Researching, designing and making collages and ceramic forms Character design Understanding the properties of clay – hand building, coil, slab, pinch pot, sculpting, texture and surface, surface colour or glaze Print/printmaking, textiles Symmetry, scale, perspective, proportion, positive/negative spaces Photography, photo montage Stencils Contour drawing Polystyrene printing, mono-printing Colour and texture Atmospheric perspective</p>	<p><u>Y8 Skills</u></p> <p>Drawing, painting, 3D sculpture Line, mark making, scale, proportion, construction skills Ben Day dots to create tonal effect Experimenting with mixed media Using and understanding viewfinders, zooming in, scale and proportion Graphic design clay Formal figure drawing, proportion, perspective, scale, symmetry Story boarding ideas Character and the face/portrait Semi relief Clay techniques Drawing in ink, colour Composition, lettering and fonts, natural forms Stencils, print Positive/negative shapes Whiplash Lines and mark making Patterns from nature and the face Reflective surfaces</p>	<p><u>Y9 Skills</u></p> <p>Printmaking - Scale, proportion, perspective, symmetry Primary observation, secondary manipulation 1 and 2 point perspective, interior/exterior Architectural detail Reduction printing technique and registration, editions Colour mixing Layering and depth Architectural model making</p> <p>3D sculpture, recycling</p> <p>Character investigations, facial and bodily features, masks, costume, metamorphosis Designing, recycling and making skills Character design Ceramic building skills - Understanding and developing the properties of clay – hand building, coil, slab, pinch pot, sculpting, texture and surface, sgraffito, surface colour or glaze Drawing & painting, 3D sculpture, textiles Designing and making from soft malleable materials, some collaborative outcomes Wax resist, layering, collage Combining materials - Paper mache, printing, textiles printing and embellishment</p>



	<p><u>Y7 Knowledge</u></p> <p>Reference to the creative arts, culture and employment within the creative industries given throughout projects</p> <p>The formal elements – line, tone, form, shape, pattern, scale and composition Mark making Colour theory – primary, secondary, tertiary, tones/tints, complementaries Learning the properties of different media</p> <p>Colour wheel Research and ideas, experimentation with materials and processes, observational works, planning and presentation of outcome/s, evaluation Designing, experimentation with materials and processes, observational works, descriptive writing, planning and presentation of outcome/s, quality and completion of build, evaluation</p> <p>Research and investigation into artists, eras and movements; and social and historical contexts attached –</p> <ul style="list-style-type: none"> • Milroy, Cezanne, Caulfield, Craig-Martin, Warhol, Matisse • Fanelli, Gervais, ancient mythology – Greek, Roman, Native American, Egyptian, Lord of the Rings, Game of Thrones • El Anatsui, Hundertwasser, Heron, da Stael, Klee, Debuffet • Materialism (and evolution of), industrialisation and the modern world 	<p><u>Y8 Knowledge</u></p> <p>Reference to the creative arts, culture and employment within the creative industries given throughout projects</p> <p>Baseline drawing, colour theory, primary and secondary observation Research and ideas, experimentation with materials and processes, observational works referring to artists, planning and presentation of outcome/s, evaluation The Figure - proportion and scale</p> <p>Research and investigation into artists, eras and movements; and social and historical contexts attached –</p> <ul style="list-style-type: none"> • Blake, Warhol, Johns, Lichtenstein, Oldenburg • Rodin, Degas, Brancusi, Giacometti, Gormley, Marvel, DC, Olympians, Paolozzi, Charley Harper • Art Nouveau, arabesque, Mucha, advertising, modern Asian graphics, posters • Mass consumerism, post war society and development of the West, substance abuse, modern values, materialism, popularism in contemporary society • Moral codes, physical health/athletes, idealism, peer, elder and cultural pressure • Politics and political campaigns, global issues contemporary and historical eg Brexit, racism, county lines, mental health, superpowers and the new Cold War (USA, Russia, China, North Korea) 	<p><u>Y9 Knowledge</u></p> <p>Reference to the creative arts, culture and employment within the creative industries given throughout projects</p> <p>Cultural architecture, genres e.g. Brutalist Historical and cultural reference, contemporary culture</p> <p>Research and ideas, experimentation with materials and processes, clarity of printing, accuracy and symmetry, observational works, planning and presentation of outcome/s, evaluation Primary and secondary observation, colour theory Research and ideas, design work and reference, experimentation with materials and processes, observational works, successful firings, use of successful ceramic and/or 3D building techniques, planning and presentation of outcome/s, evaluation</p> <p>Research and investigation into artists, eras and movements; and social and historical contexts attached –</p> <ul style="list-style-type: none"> • Hadid, Rogers, Kapoor, Delauney, Bomberg, Lewis, Hundertwasser, Gaudi, Rococo, Brutalism, Bauhaus, post-modernism • Murakami, Yamamoto, Gee, Kidrobot • Traditional kokeshi, Momiji, Kimmidol • Tschape, Chihuly, Goldlust, James, Min • Development of modern society/ies, the plight of the poor/refugees, demography, class, post war apocalyptic scenarios • Globalisation, the blurring and blending of cultural boundaries, game culture, gangs/groups/societies, man v nature, recycling
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	<ul style="list-style-type: none">• Cultural and religious beliefs, rites of passage, media hype and manipulation, hierarchal societies, moral codes• Developing society/ies, politics, society, social demographics, global warming		Pollution, mans' effect on Earth, global warming, recycling
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ART DEPARTMENT LEARNING JOURNEY 2019-20 Key Stage 4 Year 10/11

Assessment Objectives (AOs)	Year 10	Year 11
<p>Fundamental basics across all projects linked to AOs – AO1 Developing ideas, research, artists and critical understanding AO2 Exploring and selecting materials, techniques and processes AO3 Recording ideas and observations, reviewing critically AO4 Planning and presentation of ideas</p>	<p><u>Y10 Skills</u></p> <p>Fundamental basics across all projects linked to AOs – re-capping and building on each year <i>AO1 Developing ideas, research, artists and critical understanding</i> <i>AO2 Exploring and selecting materials, techniques and processes</i> <i>AO3 Recording ideas and observations, reviewing critically</i> <i>AO4 Planning and presentation of ideas</i></p> <p>Introductory workshops and investigations into ideas, artists, techniques and processes underpinned by critical analysis and regular critiques to develop cultural awareness</p> <p>Observational drawing, painting Formal elements – line, tone, form, pattern; composition and layout Markmaking Colour theory – primary, secondary, tertiary, tones/tints, complementaries Researching skills and analytical skills Independent research – visits to galleries and museums, creative practitioners Photography digital media Learning the properties of different media especially dry and wet processes Planning and presenting an investigation</p> <ul style="list-style-type: none"> • Experimental drawing materials • 3D drawing, extended drawings • Ceramics and plaster • Working in sequences and • Storyboarding • Digital skills • Independent research – trips and websites 	<p><u>Y11 Skills</u></p> <p><i>AO1 Developing ideas, research, artists and critical understanding</i> <i>AO2 Exploring and selecting materials, techniques and processes</i> <i>AO3 Recording ideas and observations, reviewing critically</i> <i>AO4 Planning and presentation of ideas</i></p> <ul style="list-style-type: none"> • Primary and secondary drawing • Photography • 3D design skills • 3D making skills Mark making • Printmaking • Experimenting with media • Extended drawings • Monochromatic work <ul style="list-style-type: none"> • Composition • Body language • Printmaking • Shadow printing • Experimenting with media • Extended drawings • Monochromatic work • Opacity • Paper manipulation • Pastel on conte ground • String, wool , textile construction • 3D materials, waste products, recycling • Upcycling



Y10 Knowledge

Reference to the creative arts, culture and employment within the creative industries given throughout projects

Researching into theme/s - Artists' analysis – also influenced by current exhibitions

Critiques and critical analysis

Artists and eras based on ESA paper (previous year for mocks), PowerPoint prepared by department team on receipt and AOs addressed accordingly

- Kahlo, Picasso, Dix, Van Gogh, Bacon, Epstein, Paolozzi
- Grayson Perry, Frida Kahlo, Audrey Flack
- Vanitas, Vermeer

- C17 Dutch painting
- Typography

- Sam Weber, Darren Hopes, Jillian Tamake,
- Hattie Stuart, Eduardo Recife, Julie Cockburn

- O'Keeffe, Malone, Mucha, Goldsworthy

- George Tinworth, Beatrix Potter, Arthus Rackham
- Mike Mignola, Jannie Mills, Cameron Stewart, Robert Frank, Lizzy Stewart, Charley Harper, Shaun Tan

- O'Keeffe, Malone, Mucha, Goldsworthy
- George Tinworth, Beatrix Potter, Arthur Rackham

- Mike Mignola, Jannie Mills, Cameron Stewart, Robert Frank, Lizzy Stewart, Charley Harper, Shaun Tan

Led by exam board suggestions

Y11 Knowledge

Reference to the creative arts, culture and employment within the creative industries given throughout projects

Researching into theme/s - Artists' analysis – also influenced by current exhibitions

Critiques and critical analysis

Artists and eras based on ESA paper (previous year for mocks), PowerPoint prepared by department team on receipt and AOs addressed accordingly

- Cristina Troufa, Claes Oldenburg, Sandra Backlund, Hennie Meyer, Ilvy Jacobs
- Reuben Ireland, Lucy McLauchlan, Geraldine Georges

Additional research led by exam board suggestions for ESA

- Culture, relationships, prejudice, class, peer pressure, mental health, emancipation, politics, cultural pressure
- Moral codes, contemporary issues, popularism

- Pollution, mans' effect on Earth, global warming, recycling, industrialisation, Earth's resources

- Recycling, politics/contemporary issues
- Social, political, cultural issues, both contemporary and historical are discussed and encouraged as areas of interest



ART DEPARTMENT LEARNING JOURNEY 2019-20 Key Stage 5 Year 12/13

Assessment Objectives (AOs)	Year 12	Year 13
<p>Fundamental basics across all projects linked to AOs – <i>AO1 Developing ideas, research, artists and critical understanding</i> <i>AO2 Exploring and selecting materials, techniques and processes</i> <i>AO3 Recording ideas and observations, reviewing critically</i> <i>AO4 Planning and presentation of ideas</i></p>	<p><u>Y12 Skills</u></p> <p>Introductory workshops and investigations into ideas, artists, techniques and processes underpinned by critical analysis and regular critiques to develop cultural awareness – starting with an introductory project to learn skills needed to embark on Personal Investigation</p> <p>Curiosity sheet – building skills to engage with Art outside of the classroom, referencing websites, blogs, tweets</p> <ul style="list-style-type: none"> • Formal elements – line, tone, form, pattern; composition and layout, markmaking • Colour theory – primary, secondary, tertiary, tones/tints, complementaries • Observational drawing, primary and secondary sources • Painting using a variety of media • Researching skills- critical and analytical skills developed by artists’ research and critiques • Independent research – how to research ideas in preparation for Personal Investigation • Visits to galleries and museums • Photography and digital media • Learning the properties of different media especially dry and wet processes • Planning and presenting an investigation <p>From Spring half term onwards - students develop their Component 1: Personal Investigation - a question or theme that they are inspired by, ideas for which they generate independently and will work on for the remainder of the time developing and producing several outcomes, until the Spring term of Y13 where they are introduced to Component 2: Externally Set Assignment (exam)</p>	<p><u>Y13 Skills</u></p> <p>Fundamental basics across all projects linked to AOs –</p> <p><i>AO1 Developing ideas, research, artists and critical understanding</i> <i>AO2 Exploring and selecting materials, techniques and processes</i> <i>AO3 Recording ideas and observations, reviewing critically</i> <i>AO4 Planning and presentation of ideas</i></p> <ul style="list-style-type: none"> • Analytical and critical studies • Primary and secondary drawing – mixed media • Composition • Photography skills - shutter speed, depth of field, white balance, Photoshop photo shoot plan – contact strip and highlighted shots printed and evaluated • Still life with shadows • Positive negative • Charcoal/eraser • Paper cutting <ul style="list-style-type: none"> • Chiaroscuro or contra jour • Printmaking – shadow printing, etching, relief, stencil • Wax resist <ul style="list-style-type: none"> • Experimental materials • Printmaking, 3d , ceramics, paper mache, textiles, paper making, casting, plaster, mod roc



Essay – 1000-3000 words of continuous prose to be worked on alongside the practical work, which may also be presented in any practical way

Y12 Knowledge

Reference to the creative arts, culture and employment within the creative industries given throughout projects

Researching into theme

Artists’ analysis – influenced by current exhibitions referencing ideas and artists for their own personal Investigation

Mock exam comprises a final outcome based on the students’ individual ‘Personal Investigation’

Essay is a working project, adapted alongside the practical work during the PI

Y13 Knowledge

Students continue developing and investigating their theme

- Group and individual visits to galleries and museums, refer to curiosity sheet to develop artistic and cultural awareness
- Reviewing and refining according to feedback - learning from where marks could have been gained from feedback at end of previous introductory project and making developments to ensure maximum points against all assessment objectives
- Regular critiques
- Essay is finalised, adapted alongside the practical, with evaluation and conclusion included
- Component 2: Externally Set Assignment (exam) - led by exam board suggestions

Artists and eras based on ESA paper, PowerPoint prepared by department team on receipt and AOs addressed accordingly

- Mental, emotional and physical health – substance and alcohol abuse, peer/elder/family/cultural pressure,
- Politics and political issues both modern and historical
- Social, political, cultural issues, both contemporary and historical are discussed and encouraged as areas of interest