

# Art Department

High Level Planning

- **KEY STAGE 3**

- The KS3 curriculum is delivered over three-year programme that builds on the requirements of the National Curriculum. Year 7 **Foundation Year** -Basic skills and knowledge, Year 8 **Extending** skills and knowledge and Year 9 **Developing** skills and knowledge.
- The curriculum links to the National Curriculum as the aims and criteria flow in to the Assessment Objectives for GCSE so Key Stage 3 so it is important for students to understand the important assessment points

- The National Curriculum for Art aims to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences (Making and Creating)

Become proficient in drawing, painting, sculpture and other art, craft and design techniques (observing and viewing)

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and evaluate and analyse creative works using the language of art, craft and design (Artist links)

# Long term plan - KS3 Y7

- As each step in our learning journey develops, it incorporates a deeper understanding of prior learning, knowledge and skills.

## Unit 1 The Elements of Art

Starts by building on what students will have briefly learnt in primary school . The Art department has successful links with many of the feeder schools. Primary schools and they have advised they don't have time to do Art in as much details as they'd like and they don't have specialist teachers. During Elements of Art specialist vocabulary (see MTP's) is looked at and the basics for each element this helps students with no Art knowledge gain some understanding straight away and will also develop students will some basic Art knowledge to make sure they use the correct language right from the start of time at Willenhall.

Some students arrive from primary with a little knowledge of Art, but most don't know how to create or make Art correctly as primary schools have limited time and students aren't taught by specialist Art teachers.

The curriculum aims to get the students to understand the correct terminology from the start and the students use what they have learnt as a support. The curriculum starts with the Elements of Art as a starting point so students will be introduced to the basic skills and knowledge right at the start before the curriculum goes in to theme based unit's this is very important as students require this information to be successful in their creative journey in the subject.

## Unit 2 Cells – Inside the Body

Introduces students to new techniques, exploring mixed media, collage and surface design (see below for a break down) and ways of working, as well as show cross curricular links with Science.

Cells focuses on the retrieval of knowledge and skill pupils have acquired in Unit 1 and develop further in Unit 2 and allows for students to expand understanding by further developing the Formal Elements of Art.

## YEAR 7 - Foundation Year

Covid changes Autumn 2 and Spring 1 (Autumn 1 was a project across the year group)

An Introduction to the **Formal Elements of Art**. Create a page for each element in sketchbooks covering each element.

What is Tone? - Shading chart / How to hold a pencil/ How to make an object look 3D using Tone.

What is Line? - Explain that a line is a dot that went for a walk that is happens once and it is not repeated.

What is Pattern? - Explain patterns are a series of repetitive Lines.

What is Texture/ Mark Making?- Explain it is making marks using a pencil or pen to make your drawing look rough or smooth.

What are Shape/ Form? - Explain 2 Dimensional is a flat shape. - 3 Dimensional is a shape that has height, width and length.

What is Colour? - Explain to pupils the difference between primary, secondary and tertiary colours. - How to mix primary colours to create secondary colours

### KS3 AO-B Artist Links

- Artist research pages- name, image, facts and transcription of a half section of the artists' work.

Spring 2

### Cells – Inside the Body (Link to Science)

How has ARTIST used the 'elements of art'?

#### KS3 AO-A Observing

- Tone – Exploring Pencil, Pen and Crayon in order to create tonal drawing of cells that show dark, mid and light tones.
- Line – Exploring different lines, dots, dashes, zig zag etc. to create observational drawings of cells.
- Pattern – Using repetitive lines and shapes into their drawings and transcriptions of cells.
- Texture / Mark Making – Discover a range of textures using pencil and pen to create dark, mid and light cells.

Summer 1 and 2

### KS3 AO-C Making

- Shape/ Form – Working with PVA Glue and Ink to create Cells inspired by Klari Reis.
- Colour – Working with sharpies, crayons, Water colours, card and tissue paper to create Andy Mercer inspired transcriptions.

### KS3 AO-B Artist Links

- Klari Reis.
- Andy Mercer.
- Artist research pages- name, image, facts and transcription of a half section of the artists' work.

# Long term plan - KS3 Y8

## Year 8

- During Year 8 extending year we build on the skills and knowledge learnt in Year 7 and we repeat practise and build on skills and knowledge throughout 2 units.

**Unit 1 Art Movements** – Introduced to the start of Year 8 due to COVID restrictions of not being in Art classrooms. This unit aimed to cover the elements of Art by exploring the Art movements and the work of a number of Artists. Giving students the opportunity to do Art History.

**Unit 2 Day of the Dead** Focuses on exploring the Formal Elements of Art and embedding the knowledge and skill pupils have acquired from Year 7. This Unit aims to get pupils to start to think critically about the artist's work and how they can use it as inspiration to develop their work from. Day of the Dead was chosen as students are interested in the theme after a pupil voice vote and it allows them to link to a current film Coco students' can visually see in a modern way what the theme is about. Day of the Dead introduces pupils to British Values by exploring mutual respect and tolerance by learning about the festival that celebrates lost loved ones in Mexico. Students look at Day of the Dead in RE in Year 7 and have some basic knowledge of the subject.

Unit 3 **At the Zoo** The curriculum focusses on Animals that refines the Basic Elements skills and techniques pupils have acquired further so that they are better prepared for Year 9 Developing year which expands the students personal ideas. At the Zoo was chosen so students could have a first-hand experience visiting a Zoo.

## YEAR 8 Extending Year

Autumn 1

**Covid Changes** - Movement in Art now planned for the first half term to baseline and re-introduce students to Art.

- **KS3 AO-A Observing**

Tone – Creating observational drawings of skulls using different medias and techniques that show a range of tones. Texture/ Mark Making – Creating observational drawings using pen using a range of marks to create texture and tone with a pen.

- **KS3 AO-B Artist Links**

Movement in Art – Op Art, Pop Art, Futurism and Cubism.

Creating transcriptions inspired by the style of the artists' work using pencil, pen and pencil crayons.

**Autumn 2 and Spring 1**

**Day of The Dead (Linked to Celebrations/ History/ RE) =** How does the theme use Elements of Art?

- **KS3 AO-A Observing**

Tone – Creating observational drawings of skulls using different medias and techniques that show a range of tones. Texture/ Mark Making – Creating observational drawings using pen and ink using a range of marks and brush strokes.

- **KS3 AO-B Artist Links**

Thaneeya McArdle artist research page name, image, facts and transcription of a section of the artists' work.

Pattern – Creating transcriptions that are inspired by the work of Thaneeya McArdle.

- **KS3 AO-C Making**

Line – Creating a set of designs for clay skull that begin to incorporate Zentangles.

Texture/ Mark Making – Create textures with clay using a range of mark Making techniques.

Shape/ Form – Pupils to use Stoneware Clay to create their own Day of the Dead inspired skulls.

- Colour – Exploring the different techniques used to apply colour using Inks, Crayons, Sharpies, and Paints.

**Spring 2 Summer 1 and 2 = At the Zoo (Animals) -** How does the theme use Elements of Art?

**KS3 AO-A Observing**

- Tone – Creating observational drawings of Tigers and Owls using different medias, techniques and processes that show a wide range of tones.

**KS3 AO-B Artist Links**

- Vincent Scarpace. Si Scott. Jamie Taylor. Artist research pages- name, image, facts and transcription of a section of the artists' work.

**KS3 AO-C Making**

- Pattern – Create a set of personal idea that can explore a wide range of patterns including Zentangles.
- Texture/ Mark Making – Explore various tools and paints to create transcriptions inspired by Vincent Scarpace.
- Line – Explore the work of Si Scot by using a range of lines.
- Shape/ Form
- Colour – Exploring a wide range of techniques used to apply colour using Inks (Jamie Taylor), Crayons, Sharpies, and Paints.

# Long term plan - KS3 Y9

**Develops the students' knowledge and skills by revisiting** The Elements of Art with in themes with a big focus on Artist inspiration and presentation skills preparing students for GCSE.

As students' progress, they should be able to think in more sophisticatedly and critical ways about the work of artists and their own creative work because of the knowledge and understanding of the Formal Elements and Assessment Objectives they have accumulated through their course of study.

It develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

**Unit 1 = Food** Aims to develop the students' skills and knowledge of the Elements of Art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives.

The Food Unit will further embed the students' skill and knowledge by refining the techniques they have learnt so far in Art.

**Unit 2 – Portraits** Introduced due to COVID not being able to work in art classroom / having to teach live lessons while students are at home. further develops the students' skills and knowledge of the Elements of Art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. We feel this Unit will also prepare students for GCSE and build confidence skills and knowledge of how to draw the face.

**Unit 2 – Insects Bees and Bugs** further develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

## YEAR 9 Developing Year

Covid Changes – Autumn 1 Food Part 1 - How does the theme use Elements of Art?

### KS3 AO-A Observing

- Tone – Creating accurate and proportional observational drawings of Food using different medias, techniques and processes that show a wide range of tones applied confidently.
- Line – Creating pen drawings that investigate a wide range of lines and mark making techniques.
- Colour – exploring the pencil crayon techniques drawing food items

Covid Changes – Autumn 2 and Spring Term (extended due to live lessons unable to move on to practical's. Portraits - How does the theme use Elements of Art?

- KS3 AO-A Observing
- Tone – Creating accurate and proportional observational drawings of Eyes, Lips, Nose using different medias, techniques and processes that show a wide range of tones applied confidently.
- Line – Creating pen drawings that investigate a wide range of lines and mark making techniques.
- Colour – exploring the pencil crayon techniques drawing parts of the face

### KS3 AO-B Artist Links

- Artist research page – Name, Image, Facts, Critical Analysis and Transcription.

### KS3 AO-C Making

- Colour – Exploring a wide range of techniques used to apply colour using Pencil Crayon, Inks, Watercolours, Acrylics, Sharpies, Posca Pens.

### KS3 AO-D Final Outcome

- Shape / Form – Creating an assessment piece of a portrait of someone that inspires them

Covid Changes – Summer 1

Bee, Bugs and Butterflies - How does the theme use Elements of Art?

### • KS3 AO-A Observing

Tone – Creating accurate observational drawings of Insects using different medias, techniques and processes that show a wide range of tones applied confidently.

### • KS3 AO-B Artist Links

Artist research page – Name, Image, Facts, Critical Analysis and Transcription.

Line – Explore the work of Rosalind Monks by using a range of lines.

Pattern – Creating intricate transcriptions that are inspired by the work of Rosalind Monks.

Covid Changes – Summer 2

### • KS3 AO-C Making

Texture / Mark Making – Explore a range of tools and medias to create confident drawings and paintings of Insects.

Colour – Using various brush techniques when using Acrylics and Watercolours to create a Bee Page.

### • KS3 AO-D Final Outcome

Shape / Form – Explore the work of Rosalind Monks by using a range of lines.

# KS4- ART

## KEY STAGE 4

- KS4 curriculum is GCSE in Art Craft and Design
- **Embedding** Year 10
- **Refining and Excelling** Year 11

### **GCSE - Art, Craft and Design**

GCSE Art at Willenhall develops pupils' independence and creativity by enabling students to explore the projects we have given them in their own way.

Students will be required to meet the 4 Assessment Objectives set out by AQA. These will focus on research (AO1), experimenting with a range of media, techniques and processes (AO2), ability to record ideas and thoughts via drawing, writing and photography (AO3) and finally come to a personal and meaningful response (AO4).

GCSE Art in Year 10 aims to embed the skills pupils have obtained in KS3 further by revisiting the Formal Elements of Art in lessons.

Tone will be explored through shading, Line will be looked at when students create line drawings of an image, Pattern will be explored when pupils are experimenting with their work, Texture/Mark Making will be looked at through drawing, Shape/Form will be explored through sculptural works and Colour will be looked at using a wide range of equipment including Paints, Crayons, Pens, Sharpies and Posca Pens.

Year 11 aims refines the skills pupils have obtained since Year 7 and enables them to gain autonomy and begin a journey with their individual projects. Pupils will grow in confidence and skill and begin to develop their own styles and processes when working with a wide range of medias.

# KS4- Year 10 ART

## Year 10 Embedding

### Abstract Nature and Portraits Unit –

Students will be investigating the themes of Abstract Nature and Portraits for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.

GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.

The 2 Units aim to refine and embed the skills and techniques they have learnt during KS3 and in the Induction Unit about when using a range of medias during their time at the Academy.

Throughout this Units students will be reflecting on their work through annotations and one to one's with staff in the Art department so that they are able to show a journey of how certain techniques and skills have impacted and developed their work.

- AO1 – Mind maps, Theme boards, Artist Research.
- Abstract Nature = Rex Ray, Peter Randall Page and Kathy Klein Portraits = Marion Bolognesi & Chuck Close
- AO2 – Experimenting with a wide range of medias, digital and manual (Sharpies, Crayons, Maberbelling Inks, Brusho, Collage, Mixed Media effects, Posca Pens, Felts, Fine liners, Pencil, Pen, Collage, Treated Pages, Apps on Computers, Use of Acetate).
- AO3 – Drawings, Photography, Annotations.
- AO4 – Designs, Merges and Final Piece(s).

### Supporting Evidence

#### Artist in a Box

This Mini unit enables pupils to fully grasp the idea of what constitutes artist research. Student will be expected to present their findings of an artist in the form of a box. Students will have the opportunity to research and find an artist of their own choice. This Unit is to open students' eyes about a range of different ways of presenting their work and that it doesn't always need to be in a book.

- AO1 – Artist Research – Name, Images, Critical Analysis and Transcription(s).
- AO2 – Backgrounds, Transcription(s).
- AO3 – Drawing, Photography, Annotations.
- AO4 – The Box will be the Final Piece.

# KS4- Year 11 ART

- Year 11 **Refining and Excelling**

- **Abstract Nature Unit and Lockdown 2020**

Students will be investigating the theme of Abstract Nature and Lockdown 2020 for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.

GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.

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- AO3 – Drawings, Photography, Annotations.
- AO4 – Designs, Merges and Final Piece(s).

**Supporting Evidence** – Constructed World and Portraits

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- AO1 – Artist Research – Name, Images, Critical Analysis and Transcription(s).
- AO2 – Backgrounds, Transcription(s).
- AO3 – Drawing, Photography, Annotations.
- AO4 – The Box will be the Final Piece.